DOCUMENT RESUME

ED 379 367 UD 030 281

TITLE	Project Adelante. Moving Onward to a Better Education.
INSTITUTION	Center for Applied Linguistics, Washington, D.C.
SPONS AGENCY	Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE	Jan 94
NOTE	95p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Achievement; *College Bound Students; *Counseling; Dropout Prevention; *Educational Improvement; High Schools; *High School Students; *Hispanic Americans; Intermediate Grades; Junior High Schools; Mentors; Middle Schools; Minority Groups; Parent Participation; Peer Teaching; Program Evaluation; Tutoring
IDENTIFIERS	Hispanic American Students; Kean College of New Jersey; Middle School Students; *Project Adelante NJ

ABSTRACT

Project Adelante, established in 1988 at Kean College of New Jersey, is sponsored by the New Jersey Department of Higher Education, and is currently the only "College Bound" program targeting the Hispanic-American population. Adelante ("onward" in Spanish) aims to improve the high school graduation rate of Hispanic students and increase their opportunities for college admission. A secondary goal is to increase the number of minority students who choose teaching as a profession. Adelante enrolls middle school and high school students in a program of academic instruction, peer tutoring, field trips, career and personal counseling, mentoring by Hispanic professionals, and parental involvement. A year-long evaluation is reported, with data gathered from site visits, review of documents, participant surveys, and interviews with participants and staff. The program is found to foster student attitudes of academic success and to tailor instruction and counseling to student needs. Strong student satisfaction with the program is found. Some suggestions are made to improve this already effective program. An appendix contains a literature review on Hispanic-American dropout prevention by Emma Munoz-Duston. (Contains 25 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 379 367

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Christian

Center for Applied Linguistics

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UD 030 281

BEST COPY AVAILABLE

PROJECT ADELANTE

MOVING ONWARD TO A BETTER EDUCATION

EVALUATION OF PROJECT ADELANTE
AT KEAN COLLEGE OF NEW JERSEY

CONDUCTED BY THE CENTER FOR APPLIED LINGUISTICS, WASHINGTON DC
JANUARY 1994

CAL

The evaluation of Project Adelante and the publication of this report were made possible by funding from the Mellon Foundation. The opinions expressed in this publication do not necessarily reflect the positions or policies of the foundation.

Editorial supervision: Grace Burkart
Design and production: Sonia Kundert

Published by Kean College of New Jersey

Any part of this publication may be quoted or reproduced provided full acknowledgment is given to the source.

Project Adelante deserves to be more widely known so that it can serve as a guide for others who are interested in improving the education of language minority students.

EXECUTIVE SUMMARY

AN EDUCATIONAL PORTRAIT OF HISPANIC YOUTH

Hispanics remain the most undereducated major segment of the U.S. population (National Council of La Raza, 1992). Among three- and four-year olds in the United States, Hispanic children are far less likely than whites or African Americans to be enrolled in preschool programs (National Center for Education Statistics, 1991). At each level of school, a higher percentage of Hispanic children are over age for their grade as compared to African American or white children (Bureau of the Census, 1991b). The high school completion rate for Hispanics age 18 to 24 stands at 52.1 percent, 23 points below the rate for African Americans and nearly 30 points below that for whites. Hispanics also have low college participation rates, close to seven points below the national average for all 18 to 24 year olds. For Hispanic men, college enrollment is nearly 12 points below the national average (Carter & Wilson, 1993).

These bleak statistics make clear the urgent need to raise the educational attainment of Hispanic youth. Heroic efforts will be required to keep the children in school, improve the quality of their education, insure that they complete high school, and encourage them to continue their education in college. Project Adelante is one such effort.

PROJECT ADELANTE

Project Adelante, established in 1988 at Kean College of New Jersey, is one of the 20 College Bound Programs sponsored by the New Jersey Department of Higher Education and is currently the only such program which targets an exclusively Hispanic population. Adelante (which means "onward" in Spanish) has as its principal goals to improve the high school graduation rate of Hispanic students (particularly those who may have a limited proficiency in English) and to increase their opportunities for college admission. A secondary goal is to help increase the number of minority students who choose teaching as a profession.

Adelante works toward these goals by enrolling Hispanic middle school and high school students in a program of academic instruction, peer tutoring, field trips, career and personal counseling, mentoring by Hispanic professionals, and parental involvement. The academic instruction takes place during a Summer Academy (an intensive five-week summer session) and two Saturday Academies (during the fall and spring school terms). A tiered program of instruction and services is provided in order to encourage students to remain with Adelante from the time they enter (usually while they are in middle school) until they complete high school.

This report describes and documents Project Adelante to facilitate replication of the program with other populations of students who are recent immigrants and who have limited English proficiency. The report also evaluates the effectiveness of the components of the program and suggests questions to be considered in planning its future development.

THE PRESENT STUDY

Kean College of New Jersey, with funding from the Mellon Foundation, selected the Center for Applied Linguistics to conduct a year-long study of Project Adelante. Data were gathered by means of interviews, observations, a survey questionnaire, review of program documents, analysis of earlier studies of the program, and a literature review. Four site visits were made during the period of the study.

As with most dropout prevention/high school retention programs, Adelante has not been conducted according to an experimental design, with a study group and a control group to measure the effects of the treatment administered under the program. There are no pretest and posttest scores, nor any standardized test scores or grade reports from school, by which Adelante may be evaluated.

In the absence of such formal data, the program has been evaluated in terms of the characteristics of effective secondary school programs for language minority students (Lucas, 1993; Lucas et al., 1990). Additionally, the study looked for features found in effective dropout prevention programs (U.S. Dept. of Education, 1992). Finally, in Spring 1993, the first group of Adelante students graduated from high school and many have enrolled in post-secondary programs. Their numbers may be compared with what is known about high school completion rates and college participation for similar groups in New Jersey and nationally.

FINDINGS

1. There is strong student satisfaction with the program.

They like the academic components and find that what they learn at Adelante helps them in their school work. They react well to the supportive ambiance of the program. Validation of their traditional cultural values leads to a more positive self-image and helps students to feel more self-confident.

2. Instruction is tailored to students' needs.

Teachers are sensitive to the language needs of the students and use a variety of techniques to ensure their comprehension. Teachers know their students as individuals and can therefore personalize their instruction.

3. Counseling aims to meet the personal and academic needs of the students.

Sharing the same ethnic background and immigrant experience with the students, the counselors are especially sensitive to the problems which the students face in their new social and educational environment. Counseling helps Adelante students to adjust to this new environment, to clarify their values, to develop interpersonal skills, to take more responsibility. Counselors advise them on the courses they should take in order to meet college entrance requirements. The counselors also work with parents to help them understand their children and support them in their educational endeavors.

4. Role models build links to the future.

Students are enabled to see the relationship between their current experiences and their future careers. Student-tutors are successful students who are the same age or only slightly older than the Adelante students. The adult personnel of the program are Hispanics who have succeeded educationally and professionally. Hispanic business men and women serve as mentors to Adelante students and provide a broadened perspective on the world of work.

5. Adelante fosters attitudes of academic success.

Students are constantly reminded that they must start early to prepare for college and that they must maintain a good school record. Adelante teachers frequently see dramatic changes in the academic performance of their students. Students testify that Adelante turned them around in their thinking about school. Parents who were interviewed stated that Adelante had improved their children's attitudes and behavior.

FUTURE DEVELOPMENT OF THE PROGRAM

The review shows that Adelante is already an effective program. Now in its sixth year of operation, Adelante has arrived at a stage when it would be useful to re-examine several programmatic areas in order to increase the beneficial effects which it has in the lives of its students. Some of these matters have already been identified by the staff as aspects of the program that merit additional attention.

1. Liaison with the schools

The coordinator and counselors could expand on the working relationship which already exists with the counselors in the Passaic schools and develop a similar relationship with the other two school districts.

2. Curriculum planning, instructional practices, and staff development

The staff needs to consider the balance between curriculum content which duplicates that of similar courses in school and content which enriches the students' educational experience. They can experiment with instructional approaches which help the students to become more self-directed and self-evaluating. It would be useful to reconsider the respective roles of English and Spanish in the classroom. Staff training in the techniques of sheltered instruction of content courses could reduce the need to rely on Spanish while improving the students' command of English.

3. Assessment

Teachers and counselors could collaborate to develop a formal system for the tracking of student progress. New forms of assessment could be explored, such as techniques used in other College Bound programs and forms of alternative assessment. Guiding the students in personal goal setting and in self-rating their progress toward meeting their goals would make them more independent and responsible learners.

4. Parental participation

The staff should continue to explore ways in which more parents may become involved in supporting Adelante and their children's participation in it. Sources for ideas might be the techniques for increased parental involvement used by schools that provide effective programs for language minority students, and the options for parent training which some school districts provide.

5. Professional mentoring

Every effort should be made to maintain this extremely valuable feature, by recruiting mentors from a variety of sources, and improving communication between the mentors and Adelante.

CONCLUSION

Compared with other groups of students, the high school completion rate for Hispanics is very low. However, 31 Adelante students overcame these odds to graduate from high school in Spring 1993. By June 1994, the graduation rate for the first cohort may reach 92 percent. A review of the program shows that Adelante does make a difference in the lives of young Hispanics. It deserves to be more widely known so that it can serve as a guide for others who are interested in improving the education of language minority students.

CONTENTS

INTRODUCTION 1

SETTING THE CONTEXT 5

The Urgent Need for Prevention of Dropout Among Hispanic Youth 6

The Undereducation of Hispanics 8

Nationwide Efforts to Reduce School Dropout 9

New Jersey's College Bound Programs 10

High School Completion and College Attendance of Adelante Students 11

THE STUDY 13

OVERVIEW OF PROJECT ADELANTE 17

Kean College of New Jersey 18

History of Project Adelante 19

Goals, Objectives, and Components of the Program 20

Characteristics of the Participants 21

Personnel 23

PROGRAM COMPONENTS 25

Recruitment and Monitoring of Students 26

Scheduling and Content of Summer and Saturday Academies 27

Curriculum and Instructional Practices 29

In-Service Training of Staff 31

Career and Personal Counseling 32

Peer Tutoring 34

Professional Mentoring 35

Parent Participation 38

Profiles of Typical Students 40

RESULTS OF PROGRAM REVIEWS 43

Earlier Studies 44

December 1993 Survey of Students 49

Project Adelante and the Effective Schools Criteria 53

Recommendations for Future Development of the Program 55

Conclusion 58

REFERENCES 53

APPENDIX 63

A Review of the Literature on Dropout Prevention Programs for Hispanic Youth
EMMA MUÑOZ-DUSTON

INTRODUCTION

Project Adelante, established in 1988 at Kean College of New Jersey, is one of the 20 College Bound Programs sponsored by the New Jersey Department of Higher Education and is currently the only such program which targets an exclusively Hispanic population. Adelante (which means "onward" in Spanish) has as its principal goals to improve the high school graduation rate of Hispanic students (particularly those who may have a limited proficiency in English) and to increase their opportunities for college admission. A secondary goal is to help to increase the number of minority students who choose teaching as a profession.

Adelante works toward these goals by enrolling Hispanic middle school and high school students in a program of academic instruction, peer tutoring, field trips, career and personal counseling, mentoring by Hispanic professionals, and parental involvement. The academic instruction takes place during a Summer Academy (an intensive five-week summer session) and two Saturday Academies (during the fall and spring school terms). A tiered program of instruction and services is provided in order to encourage students to remain with Adelante from the time they enter (usually while they are in middle school) until they complete high school.

Now in its sixth year of operation, the program has attracted several awards. In June 1991, at a conference sponsored by the American Association for Higher Education and the College Board, Adelante was recognized for its exemplary work in accelerating minority student achievement. In October 1993, Adelante's role in Kean College's teacher education programs was a factor in Kean's selection as a recipient of a Christa McAuliffe Award from the American Association of State Colleges and Universities.

The purpose of this report is to describe and document Project Adelante to facilitate replication of the program with other populations of students who are recent immigrants and who have limited English proficiency. In addition to describing and documenting the program, this report also evaluates the effectiveness of its components. It will be seen that the design and implementation of Project Adelante incorporate most of the measures that have been found effective in combatting the school dropout problem. It provides an enhanced social and educational experience for its participants while fostering in them a strong ethic of success.

The report is divided into five major sections plus an appendix.

- The first section sets the context for this study in terms of the urgent need for measures to improve the educational experiences of Hispanic youth, to support them through completion of high school, and to enable them to continue their education in college.

- The second section describes the procedures used to gather data for the study and discusses external criteria used in evaluating Adelante.

- The next section presents the history of Adelante, sets forth its goals and objectives, provides an overview of the structure of the program, and describes the participants and the project personnel.

- Section four details the functioning of the program: recruiting and monitoring students; scheduling classes and field trips; determining curriculum and forms of instruction; training staff; counseling, tutoring, and mentoring students; and securing parental cooperation and involvement.

- The final section summarizes results from earlier studies of Adelante, presents the results of the current study, and recommends several programmatic questions which administrators and teachers could consider in planning the future development of the program.

- The Appendix is a review of the literature of the last 10 to 15 years on the prevention of high school dropout, with particular reference to Hispanic youth.

This study was funded through a grant from the Mellon Foundation to Kean College of New Jersey.

SETTING THE CONTEXT

THE URGENT NEED FOR PREVENTION OF DROPOUT AMONG HISPANIC YOUTH

Before the middle of the next century, if current population trends continue, the four largest minority groups in the United States (African Americans, Hispanics, Asians and Pacific Islanders, and Native Americans) will account for over 50 percent of the U.S. population under the age of 18. By 2010, Hispanics will become the largest group of these four (Population Reference Bureau Inc., 1993).

These projections give extra meaning to the current statistics on high school completion. In 1991, the rate of high school completion for Hispanics aged 18 to 24 stood at 52.1 percent, trailing the rate for whites and African Americans by more than 20 points (Carter and Wilson, 1993). Moreover, while the high school completion rate for whites and African Americans has shown a slow but steady upward trend since 1975, the rate for Hispanics has declined by five percentage points (National Education Goals Panel, 1992). Unless this downward trend is reversed, an already serious problem is likely to become exacerbated.

A decade ago, the National Commission on Secondary Schooling for Hispanics conducted an intensive study of the educational needs of Hispanic high school students, with particular emphasis on urban high schools with large enrollments of Hispanic students. The following are some of the "bare facts" which the Commission presented about Hispanic high school students and the schools they attend (National Commission on Secondary Schooling, 1984, pp. 10-15). There has been little if any improvement in these conditions during the last decade.

- Over 40 percent of all Hispanic students who leave school do so *before* entering high school.
- Twenty-five percent of Hispanics who enter high school are over age.
- Forty-five percent of Mexican American and Puerto Rican students who enter high school in the United States never finish, compared to 17 percent of Anglo students. [Mexican Americans and Puerto Ricans together constitute approximately three-fourths of the Hispanic population in the United States (Bureau of the Census, 1991).]
- Few Hispanics who drop out ever return to school and even fewer ever enter college.
- Forty-one percent of Hispanic males and 23 percent of Hispanic females leave high school for financial reasons.
- Students who drop out of school must accept entry-level jobs with little security and few opportunities for advancement.

- Over two-thirds of all Hispanics attend schools with student bodies that are more than 50 percent minority.

- Schools that Hispanics attend usually are overcrowded, or are poorly equipped, or have lower per-pupil budgets than other schools in adjacent areas.

- Many Hispanic students suffer high levels of stress as a consequence of poverty, culture clashes, and the marginal, often violent quality of life in the inner city. (Eighty-five percent of Hispanics reside in metropolitan areas.)

As a group, Hispanic students fit very closely four of the five at-risk categories, which the General Accounting Office (1993) defines as living in:

- *an immigrant family* — For Hispanics, recency of immigration is a significant correlate of dropout. In the 16 to 24 age group, Hispanics born outside the United States have a dropout rate of 43 percent. The rate for first generation Hispanics is 17.3 percent, and for the second generation or more, 23.7 percent. Comparable figures for non-Hispanics are 7.9 percent, 6.2 percent, and 10.7 percent (President's Advisory Commission, 1992).

- *a household where little English is spoken* — About 14 million individuals were reported in the 1990 Census to have difficulty with English; of these, 9.2 million were foreign born. Three-fourths of the immigrants from El Salvador, Guatemala, and Mexico reported difficulty with English. For immigrants from six other Spanish-speaking countries, the proportion reporting difficulty with English was 60 percent or above (Waggoner, 1993).

- *a single-parent family* — As of 1991, 23.8 percent of Hispanic families were maintained by a female householder, compared to 16.4 percent of non-Hispanic households (Bureau of the Census, 1991a).

- *a family where the most educated parent has less than a high school diploma* — Only a little more than half (51.3 percent) of Hispanics 25 and older have completed high school, compared to 80.5 percent of non-Hispanics. Moreover, 12.5 percent of Hispanics 25 and older have completed less than five years of schooling, compared to 1.6 percent of non-Hispanics (Bureau of the Census, 1991a).

- *a family where the parents do not work* — This is the one at-risk factor which does not greatly affect Hispanic youth. More Hispanic males aged 16 and older are either working or seeking work than are males of other population groups (78.2 percent for Hispanic males vs. 73.9 percent for non-Hispanic males). Hispanic females, however, have a lower work participation rate than other females (51.4 percent vs. 57.4 percent). More importantly, Hispanic males and females are most often employed in relatively low-paying jobs (Bureau of the Census, 1991a). Hispanics have lower per capita incomes than either African Americans or whites. The figures for 1989 were: whites $14,896, African Americans $8,747, and Hispanics $8,390 (Bureau of the Census, 1991c).

The General Accounting Office defines a poor family of four as living on $12,674 a year (General Accounting Office, 1993).

THE UNDEREDUCATION OF HISPANICS

A report from the National Council of La Raza (1992) sums up the educational status of Hispanics in the United States in the following sobering terms:

> Hispanics remain the most undereducated major segment of the U.S. population. While educational attainment levels have improved somewhat, Hispanics continue to enter school later, leave school earlier, and receive fewer high school diplomas and college degrees than other Americans. (p. 8)

Hispanic children are far less likely to be enrolled in preschool programs.

As of October 1990, 30.7 percent of Hispanic three- and four-year-olds were enrolled in preschool programs, compared to 41.8 percent of African American children and 47.2 percent of white children (National Center for Education Statistics, 1991).

Hispanics are likely to be held back in school.

At each level a higher percentage of Hispanic children are over age for their grade than African American or white children. Failure to keep up with age mates is the greatest predictor of school dropout (Bureau of the Census, 1991b).

National high school completion for Hispanics is at an all-time low.

In 1991, the national high school completion (HSC) rate for Hispanic males age 18 to 24 reached a low of 47.8 percent, the lowest rate since the Census Bureau began collecting data on Hispanics in 1972. The HSC rate in 1991 for Hispanic females in the same age group was 56.9 percent, and for all Hispanics in the age group it was 52.1 percent. By comparison, the 1991 HSC rate for all 18 to 24 year olds was 80.9 percent, for whites 81.7 percent, and for African Americans 75.1 percent (Carter & Wilson, 1993).

College enrollment for Hispanic men is nearly 12 points below the national average.

With regard to college enrollment patterns, more Hispanic high school graduates are participating in higher education than in earlier years, but the increase consists almost entirely of gains among women. In 1991, 41.1 percent of all 18-to-24-year-old high school graduates were enrolled in college. Comparable figures for whites are 41.7 percent, for African Americans 31.5 percent, for all Hispanics 34.4 percent, for Hispanic women 39.1 percent, and for Hispanic men 29.3 percent (Carter & Wilson, 1993).

NATIONWIDE EFFORTS TO REDUCE SCHOOL DROPOUT

Goal 2 of the National Education Goals states: "By the year 2000, the high school graduation rate will increase to at least 90 percent." (National Education Goals Panel, 1992, p. 20) Meeting this goal would mean raising the overall graduation rate by only four or five points. Yet, as the Goals Panel notes, this rate has remained fixed at 85 to 86 percent since the early 1980s

(National Education Goals Panel, 1992, 1993). Any and all available means will need to be employed to raise the rate. The causes of school dropout are many and the solutions must vary to suit the need.

While practitioners have identified numerous factors which show a high correlation with school dropout (see Appendix), the most effective treatments of the problem are still to be determined. A survey by the U.S. Department of Education (1992) of dropout prevention efforts across the nation points out that there are few rigorous evaluations of such programs. As a result, while promising programs share certain features, "there is no indication whether certain components alone are sufficient to produce an effective program or what mix of different program features is needed to keep young people in school and improve their performance." (U.S. Dept. of Education, 1992, p. 33)

Although there is a clear need for further research and experimentation, the survey found that features such as the following strongly contribute to program effectiveness:

- *strengthening academic content* — The curriculum and instruction are tailored to the students' abilities. At the same time, program personnel challenge students to better performance by conveying high expectations for their academic achievement. Bilingual programs enable students with limited English proficiency to continue appropriate grade level work while they are learning English.

- *flexible rules and programs* — At-risk students function better in conditions where personalized teaching and frequent one-on-one contact are possible. Organizing schools-within-a-school makes it possible to have smaller classes and more flexible school regulations. Block scheduling allows students to move from class to class together during the day. Some schools have experimented with keeping students with the same team of teachers from year to year.

- *increasing the relevance of school to the students' future* — Students are more likely to stay in school when they can see a direct relationship between school, work experience, and future careers. One or several techniques may be used to point up this relationship: integrating academic and vocational education, career awareness counseling and employability skills training, establishing links between school and business (e.g., work-study plans), and assistance with job placement, all can help to smooth the school-to-work transition.

- *comprehensive support services* — Personal and social problems outside of school can lead to problems in school and to eventual dropping out. At-risk students often need some one person at school, a caring adult, who can help them with their problems. Individual and small group counseling by adults, as well as peer counseling, can help to relieve personal problems. Family counseling can help parents to support their children's education and work out problems at home.

The same Department of Education report (1992) also states that, while most dropout prevention programs are targeted at students of junior high and high school age, there is evidence that such programs do not begin early enough. By the time at-risk students reach sixth grade, they may already be two years behind their age mates (Levin, 1987). Moreover, where the majority of students in a school or district are at risk, add-on programs targeted at specific groups may not be sufficient. In such cases, "Educators are increasingly calling for schoolwide reform to provide new strategies for improving the educational chances of all students from the beginning of their schooling." (U.S. Dept. of Education, 1992, p. 33)

NEW JERSEY'S COLLEGE BOUND PROGRAMS

In 1990, New Jersey ranked sixth among the states in size of the Hispanic population and ninth in terms of Hispanics as a percentage of the total population (Carter and Wilson, 1993). The number of all 16- to 19-year-olds who lacked a high school credential stood at 10 percent (National Education Goals Panel, 1993; figures for Hispanics and other minority groups are not reported separately). This figure appears to be somewhat lower than the national average; however, the New Jersey rate is the same as that reported for 1980. New Jersey is one of only four states in which the dropout rate did not improve in the 1980s. There is clearly a need for greater efforts to retain students in school until they graduate.

In 1986, the New Jersey Department of Higher Education initiated its College Bound Programs (then called Pre-College Academic Programs) at 17 higher education institutions in the state. College Bound targets disadvantaged African American and Hispanic youths from the state's urban school districts, with the aim of helping them to complete high school and continue their education in college. The program has now expanded to a total of 20 participating institutions, including Project Adelante at Kean College in Union, NJ, the only one of the College Bound programs which serves Hispanic students exclusively.

No reliable published figures are available for high school retention of participants in the various College Bound programs. [Private communication. Some programs appear to have reported the rate of retention in high school, while others reported retention within the given College Bound program.

Moreover, even in the latter case, the figures are not directly comparable across programs, since the length of the reporting period varies from a few weeks (e.g., one summer session) to several years (in the case of Adelante).] Nevertheless, it is encouraging to compare college attendance figures for minority high school graduates in general with the figures for graduates of the College Bound programs (New Jersey Department of Higher Education, n.d.).

Forty-four percent of the participants in the College Bound programs come from Essex and Passaic Counties. In Fall 1990, minority high school graduates from Essex County attended college at a rate of 54.7 percent for African Americans and 44 percent for Hispanics. In Passaic County the figures were 42 percent for African Americans and 49.2 percent for Hispanics. These rates were notably higher than the national figures cited above of 31.5 percent for African Americans and 34.4 percent for Hispanics.

Comparable figures for graduates of the College Bound programs are even more favorable. In FY 1991, program graduates from Essex county attended colleges or universities at the rate of 79 percent. The figure for Passaic county was 67 percent. On average, College Bound seniors (in all programs) graduating from high school attended college at a rate of 71 percent.

HIGH SCHOOL COMPLETION AND COLLEGE ATTENDANCE OF ADELANTE STUDENTS

Project Adelante at Kean College serves three school districts: Passaic in Passaic County, Elizabeth in Union County, and Perth Amboy in Middlesex County. In its first year of operation (1988), Adelante's oldest students were in Grades 7 and 8; the first term in which any of these were eligible to complete high school was June 1993. Of 25 eligible students, 15 did graduate in June 1993, making a high school completion rate of 60 percent. Additionally, there were 16 students who entered Adelante after the Summer of 1988 who also graduated in June 1993, for a total of 31. A further eight students of the oldest cohort from 1988 are currently in their senior year of high school and appear likely to graduate in June 1994. This would yield a graduation rate of 92 percent for that original cohort.

College attendance figures for those Adelante students who graduated in June 1993 are quite respectable and are similar to the average for all College Bound programs. Eleven of the 15 graduates who started with Adelante in Summer of 1988, or 73 percent, enrolled in tertiary education programs in Fall 1993 (7 in four-year institutions, 3 in a community college, and 1 in a business institute). Post-high school plans are known for 22 of the total group of 31 June 1993 graduates who either started with Adelante in 1988 or attended at some later date. Sixteen of these 22 students, or 72 percent, are now attending tertiary institutions (11 in four-year institutions, 4 in a community college, and 1 in a business institute).

Judging from these early results in terms of high school completion and post-secondary enrollment, participation in Adelante has made a difference in the lives of these Hispanic students. The remainder of this report documents and evaluates Project Adelante, describing how it has managed to achieve this level of success.

THE STUDY

The data for this report were gathered over slightly more than a year's time by means of interviews, observations, a survey questionnaire, review of program documents, analysis of earlier studies of the program, and a literature review. Four site visits were made during the period of this study.

- Interviews were conducted with all the program administrators, all the teachers and counselors, and a sampling of students, tutors, parents, and mentors.

- Observations of classes and counseling sessions were carried out during a one-day site visit in Spring 1993 and a four-day visit in Summer 1993. During the summer visit, the observers also stayed with some of the students in the college dormitory.

- A questionnaire was administered to 94 students at the last meeting of the Fall 1993 session. The results of this survey were compared with those of three earlier ones administered in July and December 1991 and in Spring 1989.

- Earlier studies included the report (Fox, 1989) of an evaluation conducted by an outside consultant in Spring 1989, toward the end of the first year of operation of the program, as well as a master's degree thesis (Cáceres, 1992) reporting a study of the program conducted in academic year 1991-92.

- A larger context for the current study is provided by a review of the literature of the last 10 to 15 years on high school retention/dropout prevention programs for minority students, with a particular focus on programs for Hispanic students (see Appendix).

In addition to describing and documenting Adelante, the report also reviews the program's effectiveness. However, because of the nature of the program, this is not a straightforward task. Natriello, et al. (1988) point out that most dropout prevention programs do not incorporate an experimental design which would allow evaluators to determine how well students would have fared if they had been given an alternative treatment or if they had not participated in the program. Adelante is thus quite typical in not being able to produce psychometric or other hard data as evidence of its effectiveness. There is no formal testing of the students and no systematic monitoring of their school records is possible. The only objective criteria for judging the program are the number of Adelante students who complete high school and the number who enter college. Spring 1993 is the first term in which these criteria could be applied, the first term in which the oldest students were eligible for graduation.

Despite the lack of objective data, there are standards by which the effectiveness of Adelante may be judged. These standards come not from dropout prevention programs but from studies of effective schools. Lucas (1993) and Lucas et al. (1990) report on studies of high school programs that are successful in promoting the achievement of language minority students. These programs share features such as the following:

1. Value is placed on the students' languages and cultures.

2. The use and development of the students' native languages are supported in a variety of ways.

3. High expectations of language minority students are made concrete.

4. Staff development is explicitly designed to help teachers and other staff serve language minority students more effectively.

5. Families of language minority students are encouraged to become involved in their children's schooling.

6. Support services and extracurricular activities serve and include language minority students.

7. The school's curriculum is designed to take into account the fact that language minority students are heterogeneous and have varied needs.

8. The elements of effective schooling for language minority students are present throughout the time they are in the program and across all their educational experiences.

Although these features emerged from a study of high school programs, they can readily be applied to a program like Adelante, which has many of the same goals as high school programs. Although Adelante is an extracurricular program, taking place outside of school hours for five weeks during the summer and on Saturdays during the fall and spring, because of its many components, it is much broader in scope than the usual dropout prevention program. Moreover, unlike most extracurricular programs, it aims to retain students in the program throughout the middle school and high school years.

Thus, because of its goals and its scope, it seems appropriate to judge Adelante's effectiveness in relation to the effective schools criteria, making due allowances for the structural and functional differences between schools and extracurricular programs. In the final section of this report, the effective schools criteria will be used as a frame of reference for summarizing the strengths of Project Adelante. These criteria provide an additional external standard to set alongside internal evaluative data gathered from interviews and student surveys.

OVERVIEW

OF

PROJECT

ADELANTE

KEAN COLLEGE OF NEW JERSEY

Kean College is the oldest and one of the largest state colleges in the New Jersey system of higher education. Founded in 1855 as a teachers' college, Kean has evolved into a liberal arts college offering 48 bachelor's and master's degree programs. The student body of over 12,000 is drawn primarily from the surrounding urban area and reflects the area's ethnic diversity. Many of the students are economically and educationally disadvantaged, the first members of their families to attend college. Enrollment of Hispanics has increased substantially in recent years. In Fall 1993 they represented 22 percent of the freshman class.

The College has established a variety of support programs to increase retention of students who are highly motivated but who enter college with weak academic backgrounds. These programs gained national recognition in 1991 with the Noel/Levitz Award to Kean College from Levitz Associates, an organization which studies retention programs across the country. Several of the support programs have been of particular benefit to Hispanic students.

- Exceptional Educational Opportunities Program (established 1968) — Students must demonstrate a high level of commitment to earn a college degree. They attend an intensive six-week session in the summer before beginning their freshman year, in order to prepare them for the demands of college. Classes, workshops, and labs feature development of academic skills, academic enrichment (math, science, and English), tutoring and counseling, and academic adjustment. Financial support includes tuition, room, and board. In Fall 1993, 47 percent of EEO students were Hispanic.

- English as a Second Language Program (established in the 1970s) — Students who are not native speakers of English are given an English placement examination upon admission. Those with limited English proficiency are placed at an appropriate level of ESL courses and work to achieve enough competency to succeed in a baccalaureate program. About 75 percent of the students in the ESL Program are Hispanic.

- Spanish Speaking Program (established 1972) —During their freshman and sophomore years, while simultaneously completing proficiency-building courses in English as a second language, Spanish-speaking students may also take General Education courses taught in Spanish. About 300 students benefit from this program yearly. At the end of the first two years, students are able to take the rest of their courses in English, in either transitional or mainstream classes.

- Transitional Program (established 1988) — A small but growing program which helps students bridge the gap between ESL and mainstream courses. In English-medium courses taught by approximately 15 participating faculty, instruction is sensitive to the needs of students who are still not fully

proficient in academic language. Students' language skills are strengthened while they learn academic content.

In addition to these and other support programs which benefit Hispanic students, Kean College has Hispanics in leadership positions who act as role models. Most conspicuous among these is the College's President, Dr. Elsa Gómez, the first Hispanic woman president of a four-year college in the United States. Kean's strong multicultural orientation and its long tradition as a teacher-training institution make it a site which is particularly well suited for a program with Adelante's objectives.

HISTORY OF PROJECT ADELANTE

The New Jersey Department of Higher Education (DHE) established College Bound (then called Pre-College Academic Programs) in 1986 at 17 higher education institutions in the state. The purpose of the member programs was to assist minority or disadvantaged youth from urban school districts to complete high school and continue their education in college (New Jersey Department of Higher Education, n.d.). In the first year, there were no programs designed specifically for language minority students. Therefore, in 1987 the DHE contacted the Deans of Schools of Education in New Jersey in an initiative to fill this need.

Taking up the initiative, the Dean of Education at Kean College, Dr. Ana María Schuhmann, and the Superintendent of Perth Amboy Schools, Mr. Frank Sinatra, explored the possibility of setting up a program for Perth Amboy students. (The school enrollment of Perth Amboy is over 80 percent Hispanic.) A proposal was developed targeting a middle school population (students having completed Grades 5, 6, and 7 by the end of school year 1987-88). During Spring semester 1988, Dean Schuhmann consulted with teachers, parents, and students, and by the end of the semester 100 students had been recruited (from a pool of 267).

In Summer 1988, Adelante's first session, 83 students from Perth Amboy (rising sixth, seventh, and eighth graders) began and completed the five-week program. In addition to their 100 percent completion rate, the students also set something of an attendance record, with 70 percent having either one or no absences during the entire session.

In subsequent years, the number of students accommodated in Adelante increased to as many as 150. From Perth Amboy, two middle schools and one high school now send students to the program. The Elizabeth school district joined Adelante in January 1990, also sending students from two middle schools and one high school. The Passaic school district, which joined in the summer of 1990, sends students from one middle school and one high school.

Funding in the first year of Project Adelante came from the New Jersey Department of Higher Education and from Kean College. These two agencies have continued their support and have been joined by AT&T (which funded the students from Elizabeth for three years to December 1992), and Greenwall Foundation (funding Elizabeth students for 1993). The Perth Amboy and Passaic school districts and Exxon also contribute to the financing of Adelante.

The experience of Kean College in administering Adelante has contributed to the development of other programs for language minority students. The Port of Entry program, an alternative program for new Hispanic and Haitian immigrant students who are over age for their grade, was established by a high school in Elizabeth in September 1992, with assistance from Adelante staff. In Fall 1993, Kean collaborated in a program designed for the parents of the students in the Port of Entry Program. The twelve-session program orients parents to the U.S. educational system, informs them about health and community services, and presents guidance in such matters as stages of adolescent development and parent-child communication.

In 1991, Project Advance was established for students of several ethnic backgrounds in Grades 3 to 5 from Elizabeth. Funded by AT&T and Kean College, this program is housed on the College campus, is jointly administered with Project Adelante, and has the same structure of a five-week Summer Academy followed by the Saturday Academy in fall and spring. However, academic and extracurricular activities of Advance and Adelante are conducted separately.

The city of Newark recently received a Title VII grant for Project Empower, a program modeled on Adelante. Kean College assisted with the design and startup of the program and continues to provide logistical support.

GOALS, OBJECTIVES, AND COMPONENTS OF THE PROGRAM

The major goals of Project Adelante are improved high school completion rates, increased college participation, and increased interest in the career of teaching. The specific objectives which support these goals are similar to those of the other College Bound Programs (New Jersey Department of Higher Education, 1991). The important difference is that Adelante is targeted to Hispanic students with limited English proficiency.

Adelante's objectives are to:

1. improve English language skills (listening, speaking, reading, and writing);
2. improve mathematics, science, and computer skills;
3. provide opportunities for the development of skills in sports and/or the arts;

4. incorporate elements of the students' culture into the curriculum;
5. involve parents in their children's education;
6. improve the students' self-confidence and motivation to continue their education;
7. provide students with knowledge of career opportunities and of the skills needed for those careers;
8. provide high school juniors and seniors with an orientation to teaching as a career.

The activities of Adelante cluster into well integrated components:

- core courses: academic instruction in English as a second language, mathematics, and science;
- "special" courses: additional enrichment courses in computers, dance, art, and physical education;
- field trips: these expand on instructional themes and offer opportunities to explore career options;
- career and personal counseling: regularly scheduled group and individual sessions;
- peer tutoring: tutors are minority youth who are high school juniors and seniors or Kean College freshmen and sophomores;
- professional mentoring: Hispanic business men and women serve as personal and professional role models for Adelante students;
- parent participation: activities enlist parents' support of Adelante and help parents understand and encourage their children.

CHARACTERISTICS OF THE PARTICIPANTS

Taking into account the requirements for maintaining program quality, as well as the constraints imposed by funding and available facilities, the project administrators have chosen to set the current capacity of Adelante at 100 students. To be eligible for Adelante, students must be attending one of the 11 participating schools and must be studying in the bilingual program at the school. (However, students may continue in Adelante after they have been mainstreamed at their home school.) The number of boys and girls in the program is fairly evenly balanced, usually staying within the range of a 60-40 division of enrollment. The three largest national groups are Dominicans, Puerto Ricans, and Mexicans, with smaller numbers coming from Central and South American countries.

Most of the students are recent immigrants (within the last three or four years) and they have limited proficiency in English upon entering Adelante. Moreover, they may also lack higher order reading, writing, and thinking skills in Spanish. Many of them have had interrupted schooling; it is not at all unusual for students to be older than the average age for their grade. Whatever their age, their academic performance is likely to be below grade level. If they manage to complete high school, they may be the first in their family to achieve this goal. Attending college may seem to be not even a remote possibility, especially for the girls.

There are many single-parent families represented among the Adelante students, and in the two-parent families, often both parents work. Family income is usually limited. In the three school districts served, 80 to 85 percent of the students qualify for federally funded lunch programs. For the students, the chance to earn an independent income, for example by working in a fast food job, exerts a powerful attraction. The end of tenth grade is a crucial time when students often decide to drop out of school in order to work full time.

There is a growing conviction among educators that efforts to retain at-risk youth in school must begin at an early age (Bass, 1991). Adelante now draws students from Grades 6 through 12 and is designed to encourage students to remain in the program from the time they enter until they graduate from high school. The experience of the Adelante administrators and teachers shows that students recruited into the program at the end of fifth grade will usually remain through the ninth grade. However, when students reach the ages of 16 and 17, it is difficult to keep them in Adelante. Team sports and Saturday jobs interfere with attendance during the school year. In the summer, some students who might otherwise attend Adelante's five-week course are either working or taking high school courses to speed their graduation.

Like the rest of the constantly shifting Latino community in New Jersey, the families of Adelante students are highly mobile. (The program coordinator knew of one family that had four addresses in one year.) The result is that many students remain in Adelante for one or two years only. Older students may go to a high school completion program for adults. Some younger students leave, then return to Adelante after being away for one or two semesters. The experience with the Perth Amboy students between Summer 1988 and Summer 1992 illustrates this ebb and flow of population. Of the 83 students attending the 1988 Summer Academy, four dropped out of school and 19 moved out of the Perth Amboy district or back to their home country by Summer 1992.

PERSONNEL

While the Director and Coordinator of Adelante are employed fulltime by Kean College, most of the rest of the staff are hired as adjunct faculty. Nevertheless, there is a high degree of continuity in personnel. Three of the teachers have been with Adelante from the beginning, and four others (from the Passaic and Elizabeth districts) have continued to teach in the program since their districts began to participate. The administrators, teachers, and counselors have developed an outstanding working relationship. There is abundant evidence of teamwork and *esprit de corps.*

Dr. Ana María Schuhmann, Dean of the School of Education, brought Adelante to Kean College. A native of Argentina, she helped to design this Hispanic-oriented program and continues to be actively involved as Director. This close association with the Dean's office gives Adelante high visibility, and the project is able to benefit from the constant support and publicity which Dr. Schuhmann gives to it.

The day-to-day management of Adelante is the responsibility of Eduardo Rodríguez, the Coordinator. He came from Puerto Rico to the United States in 1983 and joined Adelante in Fall 1990. He has been a teacher in pre-school and has an MA in Early Childhood Education from Kean College. He maintains liaison between the College and the New Jersey Department of Higher Education, AT&T and other funders, and the participating schools. He also recruits students and helps to counsel them as needed, talks with parents, hires teachers, oversees the curriculum, secures necessary resources and facilities, and generally ensures that everything runs as smoothly as possible. In addition to Adelante, he coordinates two other youth programs similar to Adelante, as well as an evening program for parents, and he carries out other duties for the School of Education. He has the help of one parttime assistant.

Dr. Annette López, a native of Puerto Rico and Director of Kean's Center for Bilingual Education, lends support to Adelante in the areas of curriculum and staff development. Every summer she teaches a required course, Introduction to Teaching, for the student-tutors. She was instrumental in the decision to unify instruction by organizing each year's curriculum in terms of an overall theme. She also conducts in-service training three times a year (preceding the summer, fall, and spring sessions) for the teachers and counselors of Adelante.

The core academic courses are taught by teachers from nearby school districts, most coming from the same schools which send students to Adelante. All are certified teachers with many years of experience. (One has taught for over 20 years.) Before they join the staff, the teachers and the quality of their teaching are already known, since most of them are former students of Dr. Schuhmann or Dr. López. All except one of the teachers are Latinos from the

Caribbean and Central and South America. The one exception is married to a Latino and is a speaker of Spanish.

The number of teachers varies from one session to another. In the Saturday Academy 1992-93 there were nine: three for science, one for math, three for language arts, and two for computers. Some of the teachers do double duty and teach health in addition to their primary field.

In Summer 1993 there were seven teachers for the core courses. The five who taught the middle school students were all trained as teachers of English as a second language. The two teachers for the high school students were paired. In the morning, the science teacher taught students in Grades 9 and 10 and the ESL teacher had the students in Grades 11 and 12. They then switched sections for the afternoon. The four enrichment courses ("specials") were taught by two Adelante staff teachers and two Kean College faculty members.

Three counselors are on the staff each session to serve the students. Two have been with Adelante for several years. They are both staff members from the participating schools, one a Spanish teacher in a Perth Amboy high school and the other a guidance counselor at a high school in Elizabeth. The third counselor in the Saturday Academy has been with Adelante for two years. He is working toward an MA in Human Services and Community Psychology and is employed as a counselor in community child care. The third counselor in Summer 1993 has recently completed an MA in Instruction, Curriculum, and Administration of ESL at Kean College. His master's thesis was a study of the Adelante program. All the counselors are Latinos from the Caribbean and South America.

PROGRAM COMPONENTS

RECRUITMENT AND MONITORING OF STUDENTS

Almost continuous recruitment of students is necessary, both to ensure a steady intake of students from the middle school level and to keep the enrollment up to capacity. In 1988, the first group of students was recruited under the guidance of Kean College's Dean of Education. Subsequent recruiting has been carried out primarily by the program coordinator, who visits the participating schools before each Academy begins (i.e., for each summer, fall, and spring session). He talks with as many of the eligible students as possible and gives applications to all of them. Additional referrals are made by the bilingual program director in Perth Amboy, by counselors, and by teachers (particularly those counselors and teachers who are also on the staff of Adelante).

Building on family ties helps to strengthen participation in Adelante. Before students can enter the program, their parents must sign a contract to support their child's attendance in the Summer and Saturday Academies. The siblings of students already in the program are likely to become candidates for recruitment. Brothers, sisters, and cousins, even an aunt in one case, bring their younger relatives into the program when they reach the appropriate age.

For tracking of attendance, the participants are divided into two categories: those who are attending during the current semester and those who, while not attending during that semester, have attended Adelante in at least one of the two most recent semesters and are maintaining attendance at one of the participating schools. Students in the first category are monitored, and if they miss several sessions the coordinator or another member of the staff will call them. Students in the second category are the first to get invitations for the next semester. Students are dropped from the program if they haven't attended at all for two consecutive semesters.

Since Spring 1992, Adelante teachers and counselors have been using a periodic progress report, a sort of informal report card, to track each student's development. Some teachers use the report as an occasion for counseling the student, with the teacher and student filling out the report together.

While Adelante staff would like to be able to work more closely with the staff of all the participating schools in serving the students, the project coordinator does have a good working arrangement with the Passaic district. The coordinator sends weekly reports to the middle school and high school counselors in Passaic, who then follow up on their students. The Passaic counselors also organize a parents' night once a semester which is attended by everyone concerned with the education and welfare of the Adelante students from Passaic: parents, teachers, counselors, the director of the bilingual program, and the principal. In a somewhat less active arrangement, Adelante's coordinator periodically receives records on the students from the Perth Amboy district: how long they have been in the bilingual program, whether they were promoted or

retained, their level in the ESL program, their reading level, their math level, and the like.

Making the best possible use of the time which students spend with them, Adelante staff aim to develop a stay-in-school attitude in their students before they drop away from the program. They hold the students to high standards. Many students, especially when they first come to Adelante, are low achievers academically. Low grades at school are cause for concern but never for dismissal from Adelante. However, students showing disruptive behavior, such as fighting or lack of respect for the standards of the program, may be dropped if they don't respond to counseling. The staff strives constantly to inspire the students to work toward the long-term goals of completion of high school and entry into college.

SCHEDULING AND CONTENT OF SUMMER AND SATURDAY ACADEMIES

Most of the New Jersey College Bound programs feature a four- to six-week summer course followed by weekday or Saturday meetings during the school year (New Jersey Department of Higher Education, 1991). Kean College opted for a five-week Summer Academy plus a Saturday Academy in the fall and spring semesters. The College's previous experience with supplemental programs had shown that a weekday, after-school schedule was not workable.

Although Adelante is a non-credit program, all instructional activities take place on the Kean College campus. Transportation is provided for participants. For both the Summer and Saturday Academies, students are brought to the College campus by bus from the three participating school districts. A member of the Adelante faculty rides on each bus, and interested parents are invited to ride along if they wish. Parents have a standing invitation to attend any of the classes.

The scheduling and content of the Summer and Saturday Academies have evolved over the years. Generally speaking, the Summer Academy meets for five weeks, four days a week, for five hours per day. The Saturday Academies meet throughout the fall and spring semesters for three hours per meeting, with days off corresponding to the school calendar.

Students are divided into classes according to their grade level in their regular school. For middle school students, there is a greater focus on language arts; for high school students, the focus shifts to mathematics and science. High school students are also introduced to the use of computers. In the summer, additional enrichment courses (referred to as "specials") include physical education, dance, and art. The shorter schedule of the Saturday Academies does not allow time for "specials." Group and individual counseling is provided in both Summer and Saturday Academies.

Periodic field trips also form a part of the Summer and Saturday Academies and are especially useful in broadening the cultural and intellectual horizons of the students. Whenever possible, the field trips are thematically linked to the academic courses.

In the first summer, students visited the Garden State Arts Center, where they learned about the influence of various cultures on American music, and Allaire State Park, with its exhibits portraying student life in America in the early 19th century. More recently, they have gone to such locations as Sandy Hook Marine Science Center to learn about marine ecology, and to Liberty State Park to see replicas of the vessels used by Columbus on his voyage of discovery. In Summer 1993, the students visited the Statue of Liberty and the Ellis Island Immigration Museum.

In Summer 1989, the oldest students reached high school age and a "residential week" was added to the Summer Academy for them. Up to 24 high school students, together with six student-tutors, spend three nights (Monday-Wednesday) in one of the college dormitories, taking their meals in the cafeteria. This is a feature which is eagerly anticipated by the students, who are impatient to experience the life of a college student.

The following overview of the Saturday Academies 1992-93 and the Summer Academy 1993 will illustrate the organization of instruction which is currently used in Adelante. Since Adelante's program year begins in the summer, this example represents the end of one year and the beginning of the next.

FALL 1992–SPRING 1993

Saturday 9:30 AM to Noon: Four 40-min periods + 15-min break

Middle School

Sections: Grade 7, Grade 8

Schedule: (all) counseling (group and individual)

(Grade 7) language arts and health

(Grade 8) science and health

High School

Sections: Grades 9 and 10, Grades 11 and 12

Schedule: counseling (group and individual), science, mathematics, language arts, computer science

SUMMER 1993

July 5—August 6 Monday—Thursday 9:30 AM—2:00 PM

Middle School

Sections: Grades 5 and 6, Grade 7, Grade 8

Schedule:

90 minutes per day of project work to develop language arts

Remainder of day: counseling, physical education, dance

High School

Sections: Grades 9 and 10, Grades 11 and 12

Schedule (most days):

90 minutes of language arts

90 minutes of science

40 minutes of counseling

One day a week the schedule was adjusted to allow time for three "specials": physical education, computer skills, library research.

CURRICULUM AND INSTRUCTIONAL PRACTICES

Academic instruction uses a whole language approach and since 1992 the curriculum has been thematically organized. Each year, an overall theme for the year's curriculum is proposed by the program coordinator, together with suggestions for topics which can be developed into special projects related to the theme. The teachers then plan their own projects.

The theme of 1993-94 *Imagen e Identidad* (Image and Identity) makes it possible to lead the students to explore their own identity as Latinos while also considering how they may fit into the mainstream culture. In the Summer session, the science teacher presented concepts of genetics to the high school students and involved them in an experiment in the breeding of fruit flies, thus giving the students a better understanding of the physiological aspects of image and identity. In their language arts class, these same high schoolers carried out a genealogy project, each one tracing his or her family tree, another aspect of identity.

Program documents detail the implementation of the theme of *Descubrimiento* (Discovery) for 1992-93. Science teachers explored topics in astronomy and oceanography in the section for high school students, and topics in meteorology and cartography with the ninth grade students. ESL teachers, working with younger students, conducted projects in which the students built a scale model of one of Columbus' ships (eighth grade), studied the cultures and ethnic groups involved in the encounter between Old and New Worlds (also eighth

grade), looked at the histories of the countries involved, and mounted a photo exhibition of Latin American peoples currently living in the students' communities (sixth and seventh grades).

For the field trips, an attempt is made to choose sites and experiences that are related to the year's theme. Thus the visit to see the replicas of the vessels of Columbus was related to the discovery theme of 1992-93. A Summer 1993 field trip to the Statue of Liberty and the Ellis Island Immigration Museum provided an appropriate context for the image and identity theme.

In the planning of instruction, there is no intention to duplicate or even supplement the learning of content which should be going on in the students' regular school classrooms. Instead, the purpose is to immerse the students in an academic environment, show them that learning can be fun, and help them to develop self-discipline and self-reliance.

Teachers are given a great deal of latitude with regard to syllabus, materials, instructional approach, and even in setting the length of class sessions. The teachers say that they feel empowered by this freedom and by the respect accorded to them by the program coordinator. They feel that they can concentrate on novel and creative activities, challenge the students, and break the traditional classroom mold.

The observation of classes revealed a variety of materials and instructional techniques. Guided only by the year's curriculum theme, teachers develop their own syllabus and use their own judgment in the selection or development of materials. The result in most cases reflects the general content usually taught in the public schools at a given grade level, adapted to meet the needs of the Adelante students.

Instructional materials are both commercially produced and teacher made, and include handouts reproduced from textbooks or other print sources, notes written on the blackboard for presentation or reinforcement, visuals of different types, and simple science equipment and materials. The commercial materials do not appear to have been specially produced for students with limited English proficiency.

The teachers' styles and instructional techniques are varied. Some act as facilitators and instigators of group activities and discussions. Others prefer a more teacher-centered approach, presenting their material in a lecture style, or eliciting and evaluating answers to questions on a shared body of knowledge. Some teachers use techniques to develop the students' critical thinking skills. Most teachers prefer to conduct the lesson with all the students in one large group, but in some classes the students work in small groups or pairs.

Classroom presentations and counseling sessions are attuned to the learning styles and modes of participation which are characteristic of students of Hispanic background, while at the same time exposing students to the expected

classroom behavior of the majority culture. For example, Latino children are likely to jump right into the discussion when they know the answer, clamoring for attention or offering to assist other students. This behavior runs counter to the orderly raising of hands and taking of turns which is expected in most U.S. classrooms.

Presentations also take students' language needs into account. The teachers freely switch into Spanish as needed. Teachers say that, to make their presentations more comprehensible, they speak more slowly in English as well as repeating or paraphrasing in Spanish. While the students are allowed to ask questions or respond in Spanish if they wish, they seem to prefer using English most of the time.

Ana María Schuhmann, the Project Director, emphasizes that these students need a lot of guidance and reinforcement, as well as continuous affirmation that they are on the right track.

Since all but one of the teachers are Latinos, they speak the language of the students and can readily identify with the problems which they face in school and outside. The teachers often use Spanish as a sign of solidarity and encourage the students' pride in themselves as Latinos. They stress standards and responsibility, urging the students to strive to achieve, to "be all they can be." The staff balances the negative stereotyping which the students may experience elsewhere with frequent positive references to Latino culture. These may arise in a tangential way, for example, when a science or math teacher reminds the students that they are just as capable of rigorous, systematic thought as others are. More formally, modules dealing with the various home countries of the students are incorporated into the language arts projects. The students' cultural background is also taken into account in the selection of sites for field trips.

IN-SERVICE TRAINING OF STAFF

Three times a year (preceding the summer, fall, and spring sessions), Dr. Annette López, Director of the Center for Bilingual Education at Kean College, conducts in-service training workshops for the teachers and counselors of Adelante. Some of the topics covered in these workshops are:

- setting instructional objectives and measuring achievement
- using a whole language approach and designing thematic units which integrate language and content instruction
- using inquiry learning and a hands-on approach for science and math

One important point which has been addressed in the training sessions is the question of the respective roles of English and Spanish during instruction. In particular, how can native language support be provided for the students while also avoiding the confusion that could result from uncontrolled switching

between the two languages? A basic guideline was provided in the form of a three-part lesson plan: introduction, presentation of new material, and recapitulation. One of the languages may be used in parts one and three and the other in part two, thus avoiding frequent switching of languages. The teacher can judge whether it is better to begin and end with English or with the students' native language.

CAREER AND PERSONAL COUNSELING

Every Saturday during the fall and spring sessions, each class of students is scheduled for counseling in a group meeting. In addition, each of the three counselors has one period in which students are scheduled for individual counseling. In the Summer academy, there is a 40-minute period each day devoted to a combination of group and individual counseling. However, counseling is not just the responsibility of the counselors in formally scheduled sessions. The entire program is devoted to the guidance and support of the students.

Adelante's major objectives provide the general themes for career counseling: keeping the students in school until they graduate, encouraging as many as possible to continue on to college, and promoting an interest in teaching as a career. Additionally, and just as importantly, the counselors try to lend support to the students in their passage through adolescence and in the difficulties which arise in families trying to adjust and survive in a new culture. Thus the students receive not only career counseling but guidance in personal areas as well.

In the area of career counseling, all program personnel (not just the counselors) constantly point the students toward the goal of attending college. Since most of them come from families in which few have even completed high school, learning to think of themselves as possible candidates for college requires a considerable broadening of their horizons. They have to learn about professional careers and the education needed to qualify for them. To ensure that they get the appropriate college preparatory background, from the time that the students are in Grade 8, Adelante counselors advise them on the courses they should take.

Appropriate role models are crucial in raising the students' expectations. They have to see that people just like them have succeeded as professionals. In Adelante, the students can see around them administrators, teachers, and counselors of Hispanic origin who have gone to college, completed advanced degrees, and become established professionals. Through the mentoring program they can form personal relationships with young Hispanic business people and learn how they prepared themselves for their careers and what difficulties they have had to overcome in order to succeed in the world of business. Closer to home and to their own age are Adelante's student-tutors, high school juniors

and seniors as well as college students who have taken on the responsibility of helping Adelante students with their academic and personal problems. Many of these student-tutors have come up through the program and are now giving something back to it themselves.

Counselors use a variety of techniques to get the students to open up with their feelings and seriously examine their values and goals. In a group counseling session, one counselor used the film *The Good, The Bad, The Illegal*, narrated by Tom Brokaw, to prompt the students to explore their feelings about Hispanics (reinforcing the *Imagen e Identidad* theme). The film presents three immigrant families: Hispanic (poor, no education, on welfare), Russian (well educated, achievement oriented, successful), and Asian (also achievement oriented and hard working). The counselor led the students to consider stereotypes about Hispanics, how their families were similar to or different from the film's Hispanic family. The aim was to strengthen their identity without siding with any particular view, to improve the students' self-esteem but also to develop ideas of pluralism, to encourage pride in their own culture while learning to appreciate mainstream culture.

In later career counseling, the same counselor planned to help the students clarify their decisions, not directing them, but helping them relate their skills to their career interests. Another counselor encouraged her students to think about future goals by having them make a book "My Life in 10 Years." To help students clarify their goals, she gives them a list of possible goals which they can rate according to the value each goal has for them: very important, of average importance, not important at all. The goals range from "making lots of money" and "driving a new sports car" through "finding a satisfying job" and "developing a strong and lasting marriage" to "being a leader in the community" and "making a contribution to my city or nation."

As students reach working age, most of them want to get jobs. The counselors try to help by preparing them to make a good impression in job interviews and leading them to identify the qualities of a valued worker. In one such class session, the counselor had students consider the behaviors that should be avoided in a job interview. She led them through a McDonald's employment application, explaining the kind of information which they should supply. The culmination of this session was a simulated interview role-played by pairs of students.

The counselors are also an important link with the parents. In addition to organizing meetings for the parents, the counselors also talk to them frequently by phone. One of the counselors has developed videotapes of the students role-playing different difficult situations. The parents can watch and discuss these as a way of getting at problems which they and their children are having.

In the view of the counselors, one of the greatest assets of Adelante is that it is voluntary. The students come because they want to, and they recruit their

friends to the program. At first, some may attend just because they want to get out of the house, just for the social opportunities. But their presence in the program gives the teachers and counselors a chance to reach them. The staff could point to several examples of students whose attitudes had been changed by Adelante. Their claims were borne out by the comments of the parents and by the students themselves.

PEER TUTORING

One of the major goals of Adelante is to encourage minority group members to enter the teaching profession. To that end, Hispanic and African American high school juniors and seniors and Kean College freshmen and sophomores are recruited to serve as tutors in Adelante and in the Advance program for elementary school children. In Summer 1993, there was a total of 26 tutors, 12 from high school and 14 from Kean College (all of whom started as Adelante tutors while in high school). Usually, three to five of the tutors each semester are students selected from the Adelante program.

Tutors are selected by the coordinator from student volunteers and from the recommendations of the Adelante teachers, Dean Schuhmann, and other faculty of Kean's School of Education. For Adelante students to qualify as tutors, they must have reached their junior year in high school and must be judged by their teachers to display mature behavior. All tutors must be in good academic standing in their school, having a GPA of 3.0, with no F's. They are paid $5.50 per hour for 20 hours per week in the summer and three hours per week in the fall and spring. Their performance is evaluated on the basis of the observations of the staff member to whom they are assigned and through their achievement in the tutor training course offered every summer.

During the five weeks of the Summer Academy, all tutors are enrolled in a three-credit undergraduate course, Introduction to Teaching, taught by Dr. Annette López. The course (which can be used toward fulfillment of requirements for education majors at Kean) begins with guided observation of the teaching/learning environment and leads the tutors through planning and implementing a teaching activity or activities. Each tutor is assigned a small number of tutees (Adelante students) with whom daily journals are maintained. The tutors also keep a journal with the instructor of the course. The journals serve as vehicles for communication of feelings, attitudes, and learning. They also enhance writing skills in English or Spanish, whichever language is selected by the writer.

In addition to meeting the requirements of this summer course, tutors are assigned to work with a particular class of students. They meet their students every day when the school buses arrive and see them off when they leave (some of the tutors ride with the students on the buses), assist the teacher in preparing

materials for the class, help the students with their academic work as required, and go along on field trips.

Interviews with several students who were or had been tutors showed that it was a great source of pride for them. They felt that they were able to help their tutees because they could understand their problems. They agreed that they themselves had also learned from the experience.

Adelante staff are justifiably proud of the student-tutor feature of the program. The use of peer tutors has several benefits. In addition to providing academic and personal counseling to the younger students, tutors are also role models for them. For the tutors themselves, the position teaches them lessons of responsibility. For an Adelante student to be selected as a tutor is also seen as a reward for a good record of attendance and achievement in the program. Becoming a tutor during junior or senior year encourages the students to remain with the program at a time when they might otherwise drop out.

Finally, the experience of being a tutor is so rewarding (both for those selected from Adelante and for others selected from high school) that many have been led to consider a career in teaching. Since the beginning of Adelante, a total of 62 high school juniors and seniors have served as tutors. Of these 62, 40 have completed high school and 22 are still attending. Thirty-one of the graduates enrolled in Kean College, with nine going to other colleges and universities. Out of these 40 college and university students, 16 (40 percent) chose to enter the field of education, and three of the 16 are now teaching.

The School of Education at Kean College maintains close links between its own programs and Adelante, which serves as a model for effective practices in bilingual education. Since 1988, Adelante has been the site for the junior-year field experience for ten undergraduates, and three graduate students have conducted research on the program.

PROFESSIONAL MENTORING

The initiative for Adelante's mentoring program came from HISPA, a service organization of Hispanic business people at AT&T whose goal is to promote the education of minority children and youth. With over 200 member organizations, HISPA is national in scope. Nearly all its members (97 percent) are in management positions, 70 percent in upper level management. Having overcome social and economic barriers to succeed in the business world, they want to help their own young people to follow in their footsteps.

The mentoring program at Adelante was launched in April of 1991, after five months of planning by Adelante administrators and HISPA personnel. To gain information on the design and implementation of mentoring programs, similar programs such as Big Brothers/Sisters were studied. At a meeting in

November 1990, the idea of setting up mentoring relationships for Adelante students was presented to the parents for their reaction. Adelante's coordinator, Eduardo Rodríguez, also made two presentations at meetings of HISPA.

Prospective mentors filled out application forms giving information about their job, education, family, hobbies, and the like, and stating any preferences they had with regard to their prospective mentee. Interested students also filled out applications giving information about themselves, stating what they expected from the mentoring relationship, and describing any particular area in which they wanted help. The applications were reviewed and matches were made by Adelante's coordinator, together with a HISPA member who took a leading role in promoting the Adelante mentoring program with her colleagues. Only same-sex matches were arranged, and the parents all gave written consent for their children to participate.

The program was formally launched at a meeting of mentors and students at Kean College. First Dean Schuhmann and one of the Adelante counselors led a two-hour workshop covering such topics as the developmental stages of adolescence and important features of mentor-mentee relationships. Following this, the mentors and the students were introduced to one other. The careful preparation paid off as almost instant bonding took place between many of the pairs. At that first meeting, 35 pairs were arranged. Ultimately between 50 and 60 mentors participated, with most of them coming from HISPA and others joining from Bell Labs Holmdel Area Hispanic Club.

Interviews with several of the mentors revealed the intensity of the relationship that developed in some cases.

- *MK mentored JA, one of the older students. Over a period of two years, she has seen JA once a week during the school year and more frequently in summer. She saw that JA was not involved in many activities outside of home or school, so she tried to get her out into the world, taking her to museums, movies, and McDonald's. She helped JA with school work and preparing for tests. She wanted to challenge JA to succeed, to present her with the idea that if one Latina (MK) could make it in the business world, then JA could, too.*

MK is now a friend of JA's family. She knows JA's brother and three sisters and JA's friends. She is extremely proud of JA. She attended JA's high school graduation in June 1993, and afterward they drove around the neighborhood in MK's car, honking the horn and celebrating. She has helped JA's mother to convince JA's father to allow JA to attend college.

- *LM has also participated in the mentoring program since its beginning. She has adopted as her mentees a brother-sister pair (an exception to the practice of same-sex matching of mentor and mentee). The brother, AR, is 15 and in seventh grade. His sister, JR, is 18. JR is somewhat rebellious and not very talkative. LM says that the relationship is not perfect, but they're working on it and LM hopes that JR will go to*

college. LM has a son the same age as AR and a younger son who is 8 years old. AR and JR are accepted as members of the family and will sometimes spend two or three days at LM's house, from Friday afternoon until Monday morning. The whole R family (two parents, five children) has also come to the house. The parents do not work and the family is on welfare.

In addition to bringing her mentees into family gatherings and other fun activities, LM has also taken them to her office and tutored them in school assignments they didn't understand. She feels that her own children, who are college-oriented, high achievers, have been a good influence on AR and JR. LM plans to stay with the family as long as there are children in school.

Other pairs, while not as intensely involved as in the preceding two examples, nevertheless have had successful relationships.

- *JC saw his mentee JoR about once a month. They had lunch, went to the movies and an amusement park, the usual diversions. JC gave JoR information about architecture because JoR was interested in it but didn't know what academic preparation it required. He also gave JoR information about the New Jersey Institute of Technology, including information about scholarships.*

When JoR became discouraged about school and reported that some teachers and counselors didn't care about him and maybe wanted to see him fail, JC told him that the professional world is the same. Some professionals don't care and don't want JC to succeed. So it happens to JC, too, but he persists despite indifference or outright opposition. He thinks he may have had some influence on JoR but he isn't sure how much. JoR finished high school and is now working. JC has lost touch with him (JoR moved) but says he would like to see JoR again and encourage him to try for college.

To continue at full strength and effectiveness, a mentoring program needs constant nurturing. One HISPA member sparked the program and kept the interest alive among her colleagues, but she moved away and during the past year her successors have not been able to maintain the same level of enthusiasm. At present, there are probably only 15 active pairs.

In Summer and Fall 1993, Adelante's coordinator has started from that base and worked with HISPA to renew the program. So far there have been three joint activities of Adelante and HISPA members (participation in the ceremony at the close of the Summer Academy, a visit to the AT&T laboratory, the taping of a video show) and HISPA has had one meeting of its own on mentoring activities.

PARENT PARTICIPATION

The Adelante staff recognizes that parental involvement is a crucial element in the educational success of Hispanic students, just as it is for all students. As Lewis (1991) notes in a discussion about the participation of parents whose children are at the middle school level:

> *...cuando los padres participan activamente en la educación, sus hijos se desempeñan mejor en la escuela.* El nivel educativo de los padres, su nivel socio-económico, o el origen étnico o racial de la familia no son los factores determinantes de estos resultados. Lo esencial es la actitud positiva de los padres en relación con la importancia de una buena educación y la confianza de que sus hijos van a tener éxito. (p. 18)
>
> [*...when parents play a positive role in their children's education, their children do better in school.* The educational level of the parents, their socio-economic level, or the ethnic or racial origin of the family are not the determining factors of these results. What is essential is the positive attitude of the parents with regard to the importance of a good education and the confidence that their children will succeed.]

Lewis adds that the participation of parents of diverse cultural backgrounds who have little knowledge of English brings further positive consequences for the family, the school, and the children:

1. a lessening of the cultural barrier that separates the school and the home;

2. the opportunity for the family to become acquainted with the American school system;

3. the opportunity for the teachers to gain a better understanding of people of a different cultural background;

4. support for the children in confronting problems arising from cultural differences.

The staff of Adelante make continuing efforts to encourage parents to participate in the program and in the education of their children. The parents' involvement with Adelante begins with the letter of support which they must sign before their child is admitted to the program. Parents are invited to the Kean College campus at the beginning of each semester, when they can tour the campus and participate in a workshop. They also attend a second session in the third week of the summer session, as well as the final ceremony each semester, when certificates are awarded to participants. Small groups of parents are personally invited to ride the bus to and from the College with their children, to sit in on their classes, and to go along on the field trips.

In the Passaic district, the counselors at the participating middle school and high school arrange for an evening meeting each semester with Adelante's

coordinator, the students' parents, and others involved in the students' education. The program coordinator would like to see a similar arrangement develop with the Perth Amboy and Elizabeth districts.

It is often more difficult for Hispanic parents to become involved in their children's education due to the barriers of language and culture. At a meeting of parents and the Adelante counselors observed during this study, the questions that were raised and the concerns that were expressed revealed the effects of language and culture in two areas. First, intergenerational conflict arises as the children try to adjust to the academic demands of the school and the social influence of their peers. Parents feel that they are losing the respect of their children. Second, the parents' lack of familiarity with the system (the structure of the school, the services available, the expectations of school personnel) and their limited English proficiency make them hesitant to initiate contact or even to respond to efforts to get them involved.

Most of the parents at the Summer 1993 meeting came on the buses with their children. A morning session was conducted entirely in Spanish by the counselors. After lunch, the parents visited the classrooms. Among the issues discussed at the morning session were the following:

- conflicts at home when children don't study, rebel against parental authority;
- children's difficulties in adjusting to the school environment, fears for personal safety;
- parents not understanding what requirements students must meet, e.g., homework assignments;
- parents feeling that their children have special needs which are not being met, not knowing how to secure the necessary services.

The counselors were very responsive to these concerns, promising to follow up with individual students or to provide further information as needed. A further result of the meeting was a list of themes to be explored in later workshops, including better communication within the family (a workshop on this topic was held in November 1993), problems related to the transition from middle school to high school, and how to maintain cultural identity.

In the evaluation forms which parents filled out at the end of the meeting, several stated that they particularly liked the fact that everyone had felt free to participate in the discussions. While the meeting was a good experience for those who attended, it also pointed up the difficulty of enlisting the active participation of the parents. The organizers had expected 25 parents to attend, but only eight families were represented. The low turnout was to some extent offset by the fact that some of the parents had several children in the program.

Meetings such as the one observed by the evaluation team have been held regularly since the inception of the program. The program coordinator and the counselors explain Adelante to the parents, encourage them to express their concerns, and help them to understand how they can support their children. The importance of high school completion and participation in college are stressed. As more of Adelante's students reach the age for entry into college, their parents' worries about financial aid are being addressed.

It is worth noting that Kean College feels a continuing financial commitment to the Adelante students who have graduated from high school and enrolled in the college. A special fund (contributed by Exxon, mentors and high school teachers of the Adelante students, Kean's Dean of the School of Education, and Kean's President) may be drawn on to supplement their financial aid packages. The School of Education has also obtained a federal grant (Department of Education, Programs to Encourage Minority Students to Become Teachers) for tutors and graduates of Adelante who enter teacher education programs.

Near the end of the Fall 1993 semester, the Association of Latin American Students at Kean College held its annual meeting of students and parents. Most of the members of this association have entered Kean through its Exceptional Educational Opportunities Program. Present at that meeting were five students who are currently in the Adelante program, together with their parents. Thus another link to college was forged for Adelante students and their families.

Building on the rapport of a common cultural and linguistic background, Adelante staff have taken a very personal approach to communicating with parents. As a result, a high degree of trust has developed. Parents are pleased with Adelante. As one parent said, "My son is very happy in the program. He has learned a lot and I have seen many changes in him."

PROFILES OF TYPICAL STUDENTS

The types of students who participate in Adelante are perhaps best described by example. The following brief profiles, based on interviews with the students and on other collected data, clearly show the impact of the program. The students profiled range in age from 15 to 21 and in educational level from high school sophomore to college freshman. They have been in Adelante from two to five years.

The first two students are program "stars." They are among the first Adelante high school graduates and are now freshmen at Kean College.

- *JA and MV entered in the first cohort in 1988 when they were in Grade 7 and graduated from high school in June 1993. Both were tutors in Adelante. They were accepted into the Exceptional Educational Opportunities Program at Kean College and entered with the freshman class in Fall 1993. They have not decided on their majors as*

yet. JA may take a pre-law program with a minor in psychology. Meanwhile, she continues to tutor in Adelante. MV is trying to decide between law, computers, and education. "Maybe one day I'll be a teacher in Adelante," she says.

Neither of the two had a completely smooth progression through middle school and high school. JA said that she had been on the point of leaving Adelante, but the coordinator encouraged her to remain. (She also had an unusually supportive mentor from the mentoring program.) She worked 30 hours a week during high school. MV actually had to leave the program in her senior year because she had to work in order to support herself. Refusing to take the easier alternative of a GED high school equivalency, she completed high school (at the age of 21) and she is determined to continue her education in college.

JA and MV recognize the importance of the support which Adelante provided them. JA commented that it provided encouragement in many ways, both formal and informal. MV conceded that you could always just hang around and have a good time. But she also pointed out that the teaching was always there, too. The teachers were willing to give extra help when needed. Learning to use computers had been particularly useful for her. She felt also that she had learned how to express herself, to speak in public.

This next student is one whose attitudes were completely changed by Adelante.

- *AG entered Adelante in 1989, its second year. He is now a senior and, after completing high school, plans first to go to business college to become a computer technician. He will then be able to support his studies in clinical psychology at Kean College. These ambitious plans would once have been mere fantasy for AG, who admitted that he used to be a "hard case." Adelante made the difference. The combined efforts of the coordinator, a counselor, and the teachers turned him around. He is now a tutor and clearly has serious plans for the future.*

The final two students are younger and have been in Adelante for a much shorter time than the others. Time will tell whether Adelante can influence these two for the better.

- *DP and MU are close friends who go everywhere together. Both are 15 years old and sophomores in high school. They have been in Adelante for two years. DP is bright, articulate, a natural leader, and a young man who could easily run afoul of the system. Because of DP's evident influence, MU would be likely to follow.*

DP's frequently disruptive behavior has been a cause for concern among Adelante staff. After a serious discussion with the coordinator, he seems to have settled down a bit. He says that he thinks he is more mature now. He likes Adelante, though he has trouble articulating his reasons for this, saying only that he can learn things which are not taught at school. He was quite clear, however, when he was asked how he would convince someone to join the Adelante program. He said that he would tell the person to come just one time to a session and he would immediately see how good the program is. When asked if he himself had immediately liked the program on his first visit, he said that he

had. DP respondal with interest to the suggestion that he might some day become an Adelante tutor. He wants to go to college but has no definite plans for a major.

MU participates in the Adelante mentoring program, meeting with his mentor once or twice a month. His favorite subjects are math and biology, and he wants to become a doctor. He also has trouble explaining why he likes Adelante, but says that it helps you with real-life problems.

RESULTS

OF

PROGRAM

REVIEWS

EARLIER STUDIES

SPRING 1989

In February and March 1989, two semesters after Adelante began, the program was evaluated by an outside consulting firm. The evaluator noted the following special strengths of Adelante (Fox, 1989):

1. careful selection of teachers and student-tutors;

2. high quality instruction which made effective use of Spanish and English and which integrated language and content;

3. strong and creative ongoing efforts to get parents involved and keep them involved;

4. an unusual level of cooperation and coordination between Adelante and the Perth Amboy school system [the only participating system at that time];

5. strongly positive reactions to the program on the part of administrators in the sending system;

6. a high level of student involvement and response;

7. evidence that students were more confident, had a better self-image, and were beginning to think of college as a possible goal for themselves.

Part of the evaluation was a Student Response Form administered in Spanish to 53 students, all in Grades 6, 7, and 8, who were attending the program at that time. Overall, the results of this survey bear out the evaluator's judgment of "a high level of student involvement and response." From the responses to the form, the following generalizations may be made:

1. Students rated the helpfulness of Adelante in the subjects of science, math, English, and reading, and in helping them to feel self-confident. The percentages of students who felt that Adelante provided "some help" and "a lot of help" are as follows:

math	94%
English	89
reading	79
science	63
self-confidence	98

2. Students rated their liking for the academic components of the program: science, math, English, reading, and computers. The percentages of students who responded "love it," "like it a lot," or "like it" are shown below:

math	92%
computers	92
English	91
reading	87
science	76

(The other possible ratings were "it's okay," "don't like it," and "hate it." Twelve percent of the students said they "hated" science.)

3. Regarding plans to attend college, 87 percent said they were "definitely interested" or "very interested," the two highest ratings. (Other possible ratings were "interested," "somewhat interested," "slightly interested," and "not interested.")

Seventy-four percent said that their chances of going to college were "excellent," "very good," or "good." (Other ratings were "maybe," "some possibility," "little possibility," and "no possibility.")

4. The evaluator felt that the students registered an "unusually clear expression of career interest for students in Grades 6 through 8." All but two named a definite career interest. It should be noted, however, that of the 22 career goals listed, only five (teacher, librarian, lawyer, doctor, astronaut) would definitely require a college education. These five goals were mentioned by approximately one-fifth of the students.

Over half the students listed careers (such as computer programmer, accountant, artist) which could be preceded by a college education but might also be adequately served by specialized technical training. Almost one-fourth of the students listed a sports career as their aim.

SUMMER 1991 AND FALL 1991

Two further survey questionnaires were administered (in Spanish) to students who were attending Adelante in July and December 1991. It is an interesting exercise to compare responses on items in the 1991 questionnaires which are similar to those of the 1989 Student Response Form. However, it would be misleading to interpret all three questionnaires as a kind of longitudinal study. While it is likely that many of the same students responded to the two surveys in 1991, there is no way of determining at present how much overlap there was, and it is even less certain how many of the same students were surveyed in 1989.

The 1991 surveys were administered internally by the program coordinator for the purposes of formative evaluation of Adelante. The number of students responding to the July survey was 73 and for the December survey it was 75. The following items are similar to those of the 1989 survey:

1. Helpfulness of Adelante in science, math, English, reading, and in being self-confident — combined percentages of "some" and "a lot of help" responses:

	July '91	December '91
science	82.3%	91.6%
math	87.3	90.6
English	90.5	85.9
reading	81.6	82.1
self-confidence	89.5	93.3

2. Students' liking for the academic components of the program — combined percentages of "love it," "like it a lot," and "like it" responses:

	July '91	December '91
computers	86.1	97.1%
science	69.6%	82.6
math	61.6	74.6
English	76.1	73.3
reading	55.9	72.4

3. Students' plans to attend college — In the July 1991 survey, 78.1 percent of the students said they were "definitely interested" or "very interested" in attending college. In December 1991, the combined percentages for these responses was 89.4. In July, 69.8 percent of the students thought that their chances of going to college were "excellent" or "very good." The combined percentages for these responses in December was 74.6.

4. Career choices — In July, 25 careers were listed. Twenty-six percent of the students listed one of seven careers (architect, nurse, engineer, teacher, university professor, doctor, veterinarian) which would require a college education. In December, students listed 26 careers, with 11 requiring a college education. (Those not mentioned in July were lawyer, business manager, scientist, mathematician, psychologist.) Close to a third (30.7 percent) of the students preferred these careers.

A comparison of results in the two 1991 questionnaires (without any claim of program effects) shows increases on most measures. Except for English,

students indicated a greater liking for their courses in December than in July. Again with the exception of English, in December more students were finding Adelante helpful in their courses and more students claimed improvement in self-confidence. In December, a greater orientation toward college shows up in the number of students declaring a strong interest in college and believing that their chances of going to college were very good to excellent. More students were also thinking of careers which require a college education.

SPRING 1992

Project Adelante was the object of a study for a Master's thesis at Kean College (Cáceres, 1992). The study group comprised 26 Hispanic students in Grades 9-11 from Perth Amboy High School who were attending Adelante or had attended at some time since Summer 1988. (There were no Adelante students in Grade 12 at that time.) These students were compared with a control group of 26 students in Grades 9-12, all Hispanic, also from Perth Amboy High School. None of these had ever attended Adelante.

Since the number of subjects was small, no statistically significant claims may be made regarding possible differences between the study and control groups. Moreover, the study did not control for variables such as length of residence in the United States, length of time spent in a bilingual program in the public schools, or length of time spent in Adelante by members of the study group.

Keeping these reservations in mind, a few of the findings of the study may be mentioned:

1. Adelante and non-Adelante students filled out a questionnaire that included nine items to which they responded in terms of a five-point Likert scale. The investigator grouped the responses into three factors, as follows:

   persistence in school — probability that the student will graduate from high school; commitment to going on to college

   achievement — student's perception of whether his/ her grades have improved over the past four years

   attitudes toward school — student enjoying school, attending school without coercion from parents, feeling confident about ability to do well, and the like

The investigator calculated an average score for each factor. A higher score indicates a more positive response. The differences between the two groups, while slight, do favor the Adelante students.

	Adelante Students	Non-Adelante Students
persistence in school	4.69	4.48
achievement	4.27	3.72
attitudes toward school	4.15	3.80

2. Post-secondary plans were quite similar for the two groups. For example, in each group there were 14 students who planned to attend college. However, in the Adelante group, 13 planned to attend a four-year college, compared to 9 in the non-Adelante group. Five Adelante students and three non-Adelante students planned to join the Army. Eight Adelante students and 9 non-Adelante students were undecided or gave no answer.

The preceding two measures were the only items on which the investigator compared the study and control groups. However, there is one other measure for which at least an indirect comparison is available.

3. The New Jersey High School Proficiency Test (HSPT), which measures math, reading, and writing achievement, is a state requirement for high school graduation. It is administered for the first time in Grade 9. Students must retake any part of the test on which they have not scored above the cutoff until they have passed all three parts.

Scores on the HSPT were obtained for 20 Adelante students in Grades 10 and 11. No scores were available for students in Grade 9, since the test had not yet been administered to them. The investigator did not differentiate the results according to the students' grade levels. The aggregate results in terms of number of parts passed were:

all 3 parts passed	11 students	(55%)
2 parts passed	5	(25%)
1 part passed	2	(10%)
no part passed	2	(10%)

An article in the Woodbridge, NJ *News Tribune* (April 1991) reported that in 1989-90, 82.2 percent of Perth Amboy ninth graders had passed all three parts of the HSPT. This indicator appears to show, at least indirectly, one area in which Adelante students are having difficulty.

DECEMBER 1993 SURVEY OF STUDENTS

As part of the current study of Project Adelante, a survey questionnaire was administered (again, in Spanish) to 94 students at the end of the Fall 1993 semester. Questions similar to those in the 1989 and 1991 surveys were included, and new questions were added to obtain information on longevity of students in the program and the ways in which they were recruited.

1. The first question asked how many semesters the student had been attending Adelante. The responses showed the following profile:

No. of Semesters		No. of Students
No answer/less than one semester		16
1	(Fall '93)	15
2	(Sum '93 - Fall '93)	14
3	(Spr, Sum, Fall '93)	6
4-5	(Sum '92 - Fall '93)	11
6-8	(Sum '91 - Fall '93)	11
9-11	(Sum '90 - Fall '93)	11
12-14	(Sum '89 - Fall '93)	5
15-17	(Sum '88 - Fall '93)	5
	Total	94

A little less than half (45.7 percent) of the students have attended Adelante for more than three semesters. A little less than one-fourth (22.6 percent) have attended for more than three years.

2. The majority of the students responding had been recruited by a teacher or by a friend.

Recruited by	Percentage of Students
Teacher	45.7
Friend	29.8
Adelante's coordinator	10.6
School counselor	7.4
Other (sisters, aunt)	2.1
No answer	4.3

For purposes of comparison with the student surveys of 1989 and 1991, some of the same questions were asked.

3. The percentages of students in 1993 who felt that Adelante had provided "a lot of help" or "some help" in science, math, and English, and in being self-confident:

science	88.0%
English	78.4
math	77.7
self-confidence	94.5

This is the highest self-confidence rating since the first survey in 1989.

4. The percentages of students responding that they "love," "like a lot," or "like" the academic components of the program:

computers	85.9%
math	77.4
science	76.6
English	75.9

To get a sense of the impact of Adelante on students' plans to attend college, two questions were asked and their responses were compared. The first question was "Are you interested in going to college?" and the second was "Before coming to Adelante, were you interested in going to college?" The tally for each of the individual questions is presented below, followed by an analysis of changes in attitude.

5. Students' plans to attend college — Stating their current attitude, 89.3 percent of the students said they were "definitely interested" or "very interested" in attending college. Reporting their attitude prior to attending Adelante, 67.7 percent said that they had been "definitely interested" or "very interested." (The remaining possible answers were "somewhat interested," "slightly interested," and "not interested.")

There is an overall gain of almost 22 points in current attitude toward college attendance as compared to the attitude prior to attending Adelante. Note also that the figure of 89.3 percent is higher than the figure for the equivalent question in Spring 1989 and July 1991, and essentially the same as that for December 1991.

6. Comparing individual students' responses to these two questions yields a more sharply defined view of changes in attitude. Forty-six students (almost 49 percent) showed no change in their "pre-Adelante" and current attitudes toward attending college:

No change in attitude		
definitely interested	30	(31.9%)
very interested	12	(12.9%)
somewhat interested	3	(03.2%)
slightly interested	1	(01.1%)

It would be possible to conclude that there is a certain amount of self-selection in the students who participate in Adelante. Nearly 45 percent of the students said that they were already "definitely interested" or "very interested" in going to college before they came to Adelante.

(Note: The "slightly interested" response may be the result of a misunderstanding. The student may have understood the two questions as referring specifically to Kean College, since he wrote in a comment to the effect that he was interested in going to another university.)

More favorable attitude since joining Adelante	
One degree of change (21.3%):	
Not interested to slightly interested	1
Somewhat interested to very interested	3
Very interested to definitely interested	16
Total	20
Two degrees of change (17%):	
Slightly interested to very interested	2
Somewhat interested to definitely interested	14
Total	16
Three degrees of change (3.2%):	
Slightly interested to definitely interested	3
Four degrees of change (2.1%):	
Not interested to definitely interested	2

Less favorable attitude since joining Adelante	
One degree of change (2.1%):	
Definitely interested to very interested	2
Two degrees of change (2.1%):	
Definitely interested to somewhat interested	2
Three degrees of change (1.1%):	
Definitely interested to slightly interested	1
Four degrees of change (1.1%):	
Definitely interested to not interested	1

In the changes from the more favorable toward the less favorable end of the scale, it is possible that the students became confused and reversed the answers. This speculation is based on the fact that all the changes begin at the "definitely interested" (highest) point on the scale and move from there to one of four lower points. It would appear more likely that student attitudes would begin at different lower points and all end at the highest point.

7. Students' chances of going to college — Students indicated on a four-point scale the probability of their attending college. Summing the two higher responses in the 1993 survey, 93.6 percent of the students thought that it was "very probable" or "probable" that they would go to college. (Actual percentages for all four responses were: "very probable" 64.9, "probable" 28.9, "not very probable" 4.3, "not probable" 2.1.)

Responses to this item are not directly comparable to those of the earlier questionnaires, which used a seven-point scale for responses. The complete tabulation of percentages for each response in the three earlier surveys is given below:

"What are your chances of going to college?"

	Spr '89	July '91	Dec '91
excellent	42%	47.9%	50.6%
very good	28	21.9	24.0
good	4	10.1	9.3
some	12	9.6	6.7
maybe	6	6.8	8.0
little	8	0.0	1.3
none	0	2.7	0.0

If we exclude the two lowest responses in the earlier questionnaires and sum the responses for the five highest the results are: 1989 — 92 percent; July 1991 — 96.3 percent; and December 1991 — 98.6 percent.

With the possible exception of the two surveys from 1991, it would be misleading to take a longitudinal view of the four surveys discussed here. Rather, taken together they might be thought of as a collection of snapshots of Project Adelante at different points in time. Comparing these snapshots, one sees a considerable degree of consistency in student attitudes over the life of the program.

- Students' opinion of the helpfulness of Adelante in academic areas and in being self-confident — With the single exception of science in Spring 1989, at least three-fourths of the students give positive ratings ("a lot of help" or "some help") for the academic components. Positive ratings for self-confidence are 90 percent or above.

- Students' liking for the academic components of the program — For the most part, at least 70 percent of the students give positive ratings ("love it," "like it a lot," or "like it") to the academic components. Exceptions are lower ratings for math and reading in July 1991; however, both of these received better ratings (above 70 percent) in December 1991.

- It appears that Adelante students have always been and continue to be very sanguine about their chances of going to college. The impact of Adelante on student attitudes toward college is difficult to judge, especially since none of the earlier student surveys queried this point. It appears that Adelante at least confirms the aspirations of those who already want to go to college, approximately 45 percent of the current participants. Further, it has increased the interest in college for an almost equal number of the remaining participants.

PROJECT ADELANTE AND THE EFFECTIVE SCHOOLS CRITERIA

The effective schools criteria (Lucas, 1993; Lucas, et al., 1990) form a useful frame of reference to summarize the strengths of Project Adelante. The criteria are stated as they would apply to an entire school and Adelante then is measured against them, making allowances for the differences between a "school" and a "program." Despite these inherent differences, Adelante is shown to be a strong program because of its well integrated components and because it is designed to address the needs of its students year round and throughout the middle and high school years.

In the following summary, an asterisk (*) preceding the statement of a criterion indicates that it is directly related to one of Adelante's program objectives.

1. Value is placed on the students' languages and cultures.

Adelante's strengths: All the project personnel are bilingual and have cultural backgrounds similar to those of the students. In class, when the learning focus is not on the development of English, students often speak Spanish. Cultural traditions and values are integrated into the curriculum through the choice of year-long themes which are particularly relevant for Hispanics. The staff encourage the students to be proud of their Latino identity while at the same time making the necessary accommodations to mainstream culture.

2. The use and development of the students' native languages are supported in a variety of ways.

Adelante's strengths: Students use Spanish to help one another inside and outside class, tutor other students, write for class assignments, and interact socially. Teachers and administrators use Spanish to assist instruction, explain

activities, check comprehension, and interact socially with students. Communication with parents (letters, phone calls, forms to fill out) is in Spanish.

3. High expectations of language minority students are made concrete.

Adelante's strengths: Hispanics in leadership positions, starting with the President of Kean College and continuing throughout the project staff, act as role models. Students are held to high personal standards and are recognized for doing well. Now that the oldest students in the program are high school juniors and seniors, the staff are devoting special attention to preparing them for college. Counseling assistance (in Spanish if necessary) helps students apply to college and fill out scholarship and grant forms. Minority students who are attending Kean College are among the student-tutors and can share their experiences with the Adelante students. The project staff (and even some of the mentors) work with parents to gain their support for students going to college.

4. Staff development is explicitly designed to help teachers and other staff serve language minority students more effectively.

Adelante's strengths: In-service training is conducted for Adelante by the Director of Kean College's Center for Bilingual Education. Workshops have focused on practices which have been shown to be particularly effective with students of limited English proficiency.

5. Families of language minority students are encouraged to become involved in their children's schooling.

Adelante's strengths: Parents meet with the counselors to discuss their children's personal and academic problems. Better communication is ensured because the staff can speak the parents' language. Most of the staff have also had experiences as immigrants similar to those which the parents are going through. In the past, Saturday ESL classes have been offered on campus for the parents.

6. Support services and extracurricular activities serve and include language minority students.

Adelante's strengths: All the components of Adelante taken together add up to an extracurricular support program for the participants. Several of these components may be singled out, however, because of their personalized nature: peer tutoring, mentoring by the staff and professional people, career planning, and personal counseling.

7. The school's curriculum is designed to take into account the fact that language minority students are heterogeneous and have varied needs.

Adelante's strengths: While all Adelante students are from Latin America, there is still diversity in their backgrounds. Some students have had excellent academic preparation in their own countries, while others are less well prepared because of inadequate or interrupted educational experiences. Some are ex-

tremely limited in their English proficiency and others are quite fluent in the language. Native language support is available for those students who need it. At the same time, grade-appropriate content is taught, so the students can learn academic subject matter and no one is held back by language limitations.

8. ***The elements of effective schooling for language minority students are present throughout the time they are in the program and across all of their educational experiences.***

Adelante's strengths: During the whole time that the students remain with the program, the curriculum and instruction, the support services, and the extracurricular activities are all directed to helping the students both academically and personally. The program recognizes the changing needs of students as they reach eleventh and twelfth grade, and it provides them the opportunity to become even more intensely involved by becoming student-tutors. Students who have entered college are still "Adelante students" in spirit if not in fact. Adelante will stay in touch.

Thus, looking at Adelante through the lens of the effective schools criteria highlights many of its strengths. Adelante incorporates many features that may be absent from the students' home schools, but which have been shown to make a difference in educating language minority students.

Moreover, Adelante incorporates many of those features which have been found to characterize effective dropout prevention programs (U.S. Dept. of Education, 1992). It provides means for strengthening the academic achievement of its participants, in particular by personalizing the teaching and by facilitating one-on-one contact between student and teacher or counselor. Students are led to see the relevance of their performance in school to their future career opportunities. Caring adults counsel the students and their families to help them toward greater success in their academic and personal lives.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT OF THE PROGRAM

Adelante is already an effective program. Now in its sixth year of operation, Adelante has arrived at a stage when it would be useful to re-examine several programmatic areas in order to increase the beneficial effects which it has in the lives of its students. The staff has already identified some of these matters as aspects of the program that merit additional attention.

LIAISON WITH THE SCHOOLS

It appears that during the first and second years of operation, Adelante had a closer relationship with the participating schools than at present. With three school districts and eight schools now involved, it is more difficult to maintain

contacts. Adelante's coordinator already has a good working relationship with the counselors in the Passaic schools. If possible, this should be expanded, and a similar relationship should be developed with the other two school districts.

The advantages of a closer working relationship are clear, particularly if the school counselors can be involved. Recruiting could reach more students. The needs of the students could be identified by the teachers and counselors at school and the staff of Adelante could work to meet them. Students applying for college could get extra support from Adelante staff in preparing applications, locating sources of financial aid, and persuading reluctant parents to allow their children to attend college.

Any attempt to establish closer cooperation with the school counselors would have to be done without jeopardizing the trust that the students have placed in their teachers and counselors at Adelante. Students may share confidences with the Adelante staff which they would not want to be passed on to school counselors and teachers. These confidences must be respected.

CURRICULUM PLANNING, INSTRUCTIONAL PRACTICES, AND STAFF DEVELOPMENT

At present, curriculum planning is done rather informally and the teachers are given wide latitude in determining what they will teach. The teachers greatly appreciate this freedom, which allows them to be far more creative. Introducing too much structure could dampen the teachers' enthusiasm. Carried to an extreme, the result could be just another day of classes, which would not appeal to either the teachers or the students. At the same time, there is a danger that lessons will be planned and materials selected in ad hoc way, so that their content may not clearly relate to what the students are studying at school and there may not be a coherent progression from one grade to the next.

Several questions need to be considered. To what extent should the content of Adelante academic courses duplicate that of similar courses in school? Would it be more useful to concentrate on content and experiences which the schools cannot provide? What can be done to help the students achieve greater independence, become more self-directed and self-evaluating in their approach to learning? Should study skills and learning strategies be more explicitly taught? What are the respective roles of English and Spanish in the classroom? Are strategies for the development of greater English proficiency incorporated in a systematic way into the content courses?

Staff development activities may need to include guidance in the planning of lessons which include learning strategies and language objectives along with the content objectives. Techniques of sheltered instruction could help the teachers insure their students' learning of content while also developing their command of English.

ASSESSMENT

This is another area in which a move toward formal structure could have a chilling effect on students and teachers alike. Setting up examinations and report cards would not be desirable. Nevertheless, it would be informative to have some kind of objective measure of how students are progressing while in Adelante. The directors of other College Bound programs could be contacted to see whether they have developed an assessment system. It may be possible to set up an arrangement whereby students' school grade reports are made available to appropriate Adelante staff. If that is not legally feasible, forms of alternative assessment, such as portfolios, could be explored. In counseling sessions, the counselors could help the students to set up for themselves specific personal and academic objectives together with the means for attaining them, and guide them in rating themselves on their progress toward meeting their objectives. The Periodic Progress Report is already being used in this way by some of the teachers. Its use could be expanded so that every student learns to set personal goals, determines ways of meeting them, and experiences various forms of self-evaluation.

PARENTAL PARTICIPATION

Some of the parents of Adelante students maintain close contact with the program, but the staff would like to see many more of them become involved. One approach to greater parental participation which has been used by high schools with effective programs for minority students is to try to accommodate the parents' work schedules and other needs. For example, they have had pancake breakfasts for the parents, before work hours, and have held meetings in the neighborhoods and at night so that parents were better able to attend. It may be necessary to arrange for child care to free parents for participation. Special-interest meetings can address the needs of particular segments of the parent population (e.g., single parents). Counselors in Adelante may also want to explore some of the options for parent training which school districts are beginning to provide (Flaxman and Inger, 1991). For example, many of the programs help parents to develop communication skills to work with their children (e.g., active listening, conflict resolution). Parents are shown how to help their children develop good study habits and improved attitudes toward school.

PROFESSIONAL MENTORING

It was clear from the interviews with students and mentors that this is an extremely valuable feature of Adelante. Every effort should be made to revive the participation of HISPA members, as well as to recruit mentors from other sources. Administrative support (in addition to the fine efforts of the program coordinator) should be provided within Adelante to maintain liaison between the mentors and the program. Adelante administrators need to know about the

activities of the mentor-mentee pairs, and the mentors would feel a greater investment in Adelante if they were kept regularly informed about the program, perhaps by reviving the publication of Adelante's newsletter.

CONCLUSION

The program staff received a powerful validation of their work at the June 1993 high school graduation in Perth Amboy, when 31 Adelante students received their diplomas. While some of these students would probably have completed high school without Adelante, it is equally certain that several would not have done so. According to one published report (*News Tribune*, 1991) only 70 percent of the Perth Amboy students who were ninth graders in 1985-86 continued in school and graduated in 1989. And that is a figure which includes all graduates. For Hispanics, there are informal estimates that the dropout rate in urban areas of New Jersey is 40 to 60 percent (Schuhmann, 1991).

As Adelante's coordinator says, this graduation was a turning point. This tangible evidence of Adelante's influence will have a beneficial effect not only for the staff, but for the students as well. The example of their own classmates from Adelante graduating from high school and even going to college is a more cogent argument than any which the staff could present.

Against the backdrop of bleak educational prospects for Hispanic students around the country, Adelante is a luminous example of what can be done to overcome the odds. It deserves to be more widely known so that it can serve as a guide for others who are interested in improving education for language minority students.

REFERENCES

Baas, Alan. (1991). *Promising Strategies for At-Risk Youth.* Eugene, OR: ERIC Clearinghouse on Educational Management. EDO-EA-91-1.

Bureau of the Census. (1991a). *The Hispanic Population in the United States.* Current Population Reports, Series P-20, No. 455. Washington, DC: U.S. Government Printing Office.

Bureau of the Census. (1991b). *School Enrollment—Social and Economic Characteristics of Students.* Current Population Reports, Series P-20, No. 452. Washington, DC: U.S. Government Printing Office.

Bureau of the Census. (1991c). *Statistical Abstract of the United States.* Current Population Reports, Series P-60, No. 168. Washington, DC: U.S. Government Printing Office.

Cáceres, José F. (1992). *Project Adelante: Can a Partnership Program Stimulate LEP Hispanic Students to Stay in School?* MA Thesis, Kean College of New Jersey.

Carter, Deborah J. and Reginald Wilson. (1993). *Minorities in Higher Education.* 1992: Eleventh Annual Status Report. Washington, DC: American Council on Education.

Flaxman, Erwin and Morton Inger. (1991). Parents and Schooling in the 1990s. *ERIC Review, 1*(3), 2-6.

Fox, David J. (1989). *Evaluation of Project Adelante.* Haworth, NJ: Fox and Fox Associates.

General Accounting Office. (1993). *Poor Preschool-Aged Children: Numbers Increase but Most Not in Preschool.* Washington, DC: Author.

Levin, Henry M. (1987). Accelerated Schools for Disadvantaged Students. *Educational Leadership 47*(6), 19-21.

Lewis, Magdalena. (1991). Los Padres También Deben Participar en la Escuela Intermedia. [Parents Should Also Participate in Middle School.] *ERIC Review 1*(3), 18-20.

Lucas, Tamara. (1993). *Applying Elements of Effective Secondary Schooling for Language Minority Students.* Washington, DC: National Clearinghouse for Bilingual Education.

Lucas, Tamara, Rosemary Henze, and Rubén Donato. (1990). Promoting the Success of Latino Language-Minority Students: An Exploratory Study of Six High Schools. *Harvard Educational Review, 60*(3), 315-340.

National Center for Education Statistics. (1991). *Digest of Education Statistics: 1991.* Washington, DC: U.S. Department of Education.

National Commission on Secondary Schooling for Hispanics. (1984). *Make Something Happen: Hispanics and Urban High School Reform.* Washington, DC: Hispanic Policy Development Project.

National Education Goals Panel. (1992). *The National Education Goals Report, 1992.* Washington, DC: Author.

National Education Goals Panel. (1993). *The National Education Goals Report, 1993.* Washington, DC: Author.

Natriello, Gary, Aaron M. Pallas, Edward L. McDill, James M. McPartland, and Deirdre Royster. (1988). *An Examination of the Assumptions and Evidence for Alternative Dropout Prevention Programs in High School.* Report No. 365. Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools.

New Jersey Department of Higher Education. (n.d.) Unpublished budget documents for FY 1993.

New Jersey Department of Higher Education. (1991). *College Bound Programs: Preparing Students for Tomorrow.* FY 1992 Directory. Trenton, NJ: Author.

Population Reference Bureau Inc. (1993, March). America's Minorities: The Demographics of Diversity. *Population Bulletin, 47*(4).

President's Advisory Commission on Educational Excellence for Hispanic Americans. (1992). *A Report to the Secretary of Education.* Washington, DC: U.S. Department of Education.

School District Report Cards. (1991, April). *(Woodbridge, NJ) News Tribune.*

Schuhmann, Ana María. (1991, October). Project Adelante: Corporation and College Work to Address the Drop-out Rate of Hispanic Students. *The Hispanic Outlook in Higher Education, 2*(2), 7-9.

Waggoner, Dorothy. (1993, November). Native-Born Constitute Half of U.S. Multilingual Population. *Numbers and Needs, 3*(6).

APPENDIX

A REVIEW OF THE LITERATURE ON

DROPOUT PREVENTION PROGRAMS

FOR HISPANIC YOUTH

EMMA MUÑOZ-DUSTON

INTRODUCTION

This review of the literature concentrates on programs designed to prevent school dropout among Hispanic youth. The introduction sets the context through a summary of factors which place students at risk of dropping out, together with a listing of features which have been found to promote academic success of language minority students. The second section describes the procedure and presents the results of the literature review, which identified five programs having many of the same features found in Project Adelante. A secondary group includes ten programs which are not directly comparable to Adelante, but which have features meriting special mention. The third section summarizes the features of the programs in the primary and secondary groups.

"AT-RISK" FACTORS

While the most effective treatments of the problem of dropout are still a matter for research and experimentation, practitioners have identified a wide range of causes of the problem (Davis, 1990; Gingras and Careaga, 1989; Hirano-Nakanishi, 1984; Natriello, et al., 1988; U.S. Dept. of Education, 1992). The factors which may put a student at risk of not completing high school fall into three main categories:

1. family/employment-related reasons
2. school-related reasons
3. community-related reasons

The 'family/employment-related reasons' include financial responsibilities either to the immediate family or to a family newly-formed due to teenage pregnancy. Lack of a family tradition of secondary education may have an impact in that the student may receive little or no parental incentive and encouragement to complete high school.

The 'school-related reasons' include the following:

1. dislike of school
2. failure to see a relationship between school and real world needs ("articulation syndrome" [Natriello, et al., 1988])
3. feelings of not belonging to the school community
4. inability to keep up with school work
5. fears for own safety at school

The 'community-related reasons' are found in socially disorganized communities characterized by poor social control, which is linked to a variety of forms of social deviance, such as delinquent gangs, high rates of personal and

property crime, and widespread distribution and consumption of drugs. (Natriello, et al., 1988:28)

PROMOTING SUCCESS

Natriello, et al. (1988) point out that most dropout prevention programs do not incorporate an experimental design which would allow evaluators to determine how well students would have fared if they had been given an alternative treatment or if they had not participated in the program. Lacking the evidence which would result from a rigorous comparison of treatments, evaluators have had to use a more qualitative approach.

Lucas, et al. (1990:324-5) report on a study of six schools in California and Arizona where language-minority students can achieve success. They describe the factors they found to be integral to the success of these schools:

Features of High Schools that Promote the Achievement of Language-Minority (LM) Students

1. Value is placed on the students' languages and cultures by:

- treating students as individuals, not as members of a group;
- learning about students' cultures;
- learning students' languages;
- hiring bilingual staff with similar cultural backgrounds to the students;
- allowing students to speak their primary language except when English development is the focus of instruction or interactions;
- offering advanced as well as lower division content courses in the students' primary languages;
- instituting extracurricular activities that will attract LM students.

2. High expectations of language-minority students are made concrete by:;

- hiring minority staff in leadership positions to act as role models;
- providing a special program to prepare LM students for college;
- offering advanced and honors bilingual sheltered classes in content areas;
- making it possible for students to exit ESL programs quickly;
- challenging students in class and providing guidance to help them meet the challenge;
- providing counseling assistance (in the primary language if necessary) to help students apply to college and fill out scholarship and grant forms;

- bringing in representatives of colleges and minority graduates who are in college to talk to students;
- working with parents to gain their support for students going to college;
- recognizing students for doing well.

3. *School leaders make the education of language-minority students a priority. These leaders:*
   - hold high expectations of LM students;
   - are knowledgeable of instructional and curricular approaches to teaching LM students and communicate this knowledge to staff;
   - take a strong leadership role in strengthening curriculum and instruction for all students, including LM students;
   - are often bilingual minority-group members themselves;
   - hire teachers who are bilingual and/or trained in methods for teaching LM students.

4. *Staff development is explicitly designed to help teachers and other staff serve language-minority students more effectively. Schools and school districts:*
   - offer incentives and compensation so that school staff will take advantage of available staff development programs;
   - provide staff development for teachers and other school staff in:
     - effective instructional approaches to teaching LM students, e.g., cooperative learning methods, sheltered English, and reading and writing in the content areas
     - principles of second-language acquisition
     - the cultural backgrounds and experiences of the students
     - the languages of the students
     - cross-cultural communication
     - cross-cultural counseling.

5. *A variety of courses and programs for language-minority students is offered. The programs:*
   - include courses in ESL and primary language instruction (both literacy and advanced placement) and bilingual and sheltered courses in content areas;
   - insure that the course offerings for LM students do not limit their choices or trap them in low-level classes by offering advanced as well as basic courses taught through bilingual and sheltered methods;

- keep class size small (20-25 students) in order to maximize interaction;
- establish academic support programs that help LM students make the transition from ESL and bilingual classes to mainstream classes and prepare them to go to college.

6. *A counseling program gives special attention to language-minority students through counselors who:*
   - speak the students' languages and are of the same or similar cultural backgrounds;
   - are informed about post-secondary educational opportunities for LM students;
   - believe in, emphasize, and monitor the academic success of LM students.

7. *Parents of language-minority students are encouraged to become involved in their children's education. Schools can provide and encourage:*
   - staff who can speak the parents' language;
   - on-campus ESL classes for parents;
   - monthly parents' nights;
   - parent involvement with counselors in planning their children's course schedules;
   - neighborhood meetings with school staff;
   - early morning meetings with parents;
   - telephone contacts to check on absent students.

8. *School staff members share a strong commitment to empower language-minority students through education. This commitment is made concrete through staff who:*
   - give extra time to work with LM students;
   - take part in a political process that challenges the status quo;
   - request training of various sorts to help LM students become more effective;
   - reach out to students in ways that go beyond their job requirement, for example, by sponsoring extra-curricular activities;
   - participate in community activities in which they act as advocates for Latinos and other minorities.

LITERATURE REVIEW

INITIAL SURVEY

The databases of the ERIC Clearinghouse on Languages and Linguistics and the National Clearinghouse for Bilingual Education were searched for publications in the following areas:

- Hispanic students and academic achievement;
- dropout prevention and Hispanics;
- dropout rate among Hispanic students;
- intervention and at-risk Hispanic students;
- business/school relationship and Hispanic students;
- business role models;
- corporate support/school-business collaboration;
- Hispanic parent involvement;
- parent involvement in Hispanic student education.

In addition, other sources were consulted while following up on references cited by publications from the two databases. Of particular value was the chapter on dropout prevention in the 1992 U.S. Department of Education publication *Transforming American Education.*

SELECTION OF THE COMPARISON GROUPS

A total of approximately 300 articles and program descriptions were reviewed. About one-third of those articles were studied in detail, further analyzed, and reduced to descriptions of two groups of programs. The primary group comprises five programs with characteristics similar to those of Adelante. A secondary list includes programs that are similar in scope to the primary group, yet do not meet some of its defining criteria, e.g., the language of the target population is not Spanish, or the target population is an adult population.

PRIMARY GROUP

The following are the five programs chosen for more detailed description. Referring to Table 1 (page 74), it may be seen that they all have many of the same features which characterize Project Adelante at Kean College, Union, NJ.

1. Valued Youth Partnership (VYP), San Antonio, TX

2. Summer Training and Education Program (STEP), Philadelphia, PA
3. Striving Upward Through College and Career Education (SUCCESS), New York, NY
4. New Directions in Bilingualism, New York, NY
5. Partnership Academies, Redwood City, CA

SECONDARY GROUP

Programs in the secondary group are similar to those in the primary group but do not meet one or more of the criteria for inclusion in the primary group. Such criteria include:

1. the target population's age range must be within the elementary/middle/high school years;
2. the program must serve limited English proficient (LEP) students;
3. within the LEP criterion, Spanish must be included among the language groups served;
4. the program must include an academic component; and
5. the goals of the program must include the reduction of the dropout rate among the at-risk population.

While the programs in the secondary group are not directly comparable to Adelante, it was felt that each of them had one or more special features which should be recognized and described. The secondary programs are the following:

1. Project EXCEL (Excellence in Community Educational Leadership) of the National Council of La Raza, Los Angeles, CA
2. Accelerated Schools Program (ASP), Stanford University, CA
3. School Development Program (SDP), New Haven, CT
4. Coalition of Essential Schools, Baltimore, MD
5. Manhattan Comprehensive Night High School, New York, NY
6. "I Have A Dream," East Harlem, New York, NY
7. Puente Project, San Jose, CA
8. La Guardia Middle College High School, Long Island City, NY
9. Model School Adjustment Program (MSAP), Broward County, FL
10. Cooperative Federation for Educational Experience (COFFEE), Oxford, MA

DESCRIPTION OF PROGRAMS

DESCRIPTIVE FEATURES

The dropout prevention programs are described in terms of the following features:

*1. **grade/age group*** — Both age group and grade are included within this one feature, given that the at-risk population discussed here may not fall within the traditional age/grade norm due to grade retention, a prevalent condition within the at-risk group. As Sipe (1986:3) states:

> Although it is especially true for Hispanic youth aged 14 to 20, differential grade retention begins early; the percentage of Hispanic students enrolled below grade level is greater than for white students at every grade.

An additional variable that may affect the traditional age/grade norm is late entry. Hirano-Nakanishi (1984:11) explains:

> . . . a substantial number of first-generation immigrant youth may be entering U.S. schools in their adolescent years, and local school policies may act to place these students in lower than expected grade levels.

*2. **in-school vs. add-on*** — A program is considered 'in-school' if (1) it replaces part or all of the regular school curriculum, and if (2) it takes place during the regular school day.

In-school programs range from the 'pull-out' session, for which students are taken out of regular classes for part of the day for specialized individual or small group instruction, to the alternative school (or school-within-a-school), in which the entire school population receives specialized instruction tailored to meet the academic needs of the students.

Add-on programs supplement the regular public school curriculum through, e.g., after-school tutoring, night classes or special summer sessions. An add-on program may be housed in the student's home school or in some other location.

*3. **language groups served*** — This variable refers to the native language spoken by the population targeted by the programs, the chief criterion utilized in selecting the programs to be evaluated in this study. That is to say, all the programs in the primary group service the Spanish-speaking (Hispanic) population, although some not exclusively.

*4. **language arts*** — The language arts component may include English as a Second Language (ESL), English, and/or Spanish. An ESL program is specifically targeted to non-native speakers of English. An 'English' class, including literature, is taught in much the same manner as a regular public school

curriculum would indicate, with no special accommodation being made for non-native speakers of English.

Spanish may be taught for the purpose of maintaining an existing level of literacy, or to introduce literacy skills to those who come into the program illiterate. In some of the programs, in order to ensure mastery of content, Spanish is used as the means of instruction of the core subject areas. Some of these Spanish-medium programs feature a gradual transition to English as the medium of instruction.

*5. **subject areas*** — This feature includes core subjects and/or supplemental subjects. Core subjects (other than language arts) are usually science and math. The supplemental category includes subjects such as music and art. 'Computers,' both as a tool to study other subjects and as a subject in its own right, is differentially included under 'core' or 'supplemental' depending on the individual program.

*6. **counseling*** — All of the programs in the primary group include a counseling component. Such counseling may be either career or personal. Career counseling may include help with such matters as course choices at the high school level, college and financial aid applications, exploring post-secondary career opportunities, and counseling of parents on career options, among others. Personal counseling may include guidance in many areas of students' lives, e.g., family problems, interpersonal issues, cultural adaptation, drug abuse prevention, teen pregnancy and parenting, etc.

*7. **student tutor/mentor*** — A student tutor is typically an older student who helps the program participant with academic questions such as homework completion or researching a long-term project. This component is designed to benefit not only the tutee (through the academic assistance provided), but also the older student, the tutor (through the responsibility assumed). When the tutor takes on additional responsibility beyond academic help, the tutor is said to be a mentor. A mentor can serve as a peer role model, a willing listener, or an advisor to the younger student.

*8. **professional role model (community involvement)*** — The 'professional role model' variable is not uniformly defined across all of the programs. The community involvement may be in the form of a successful minority professional becoming a mentor to one of the program's participants. Such mentors may share their work experience with the students as well as serve as guest speakers to the program participants. On the other end of the scale, the participation of the role models and the community involvement may be limited to an occasional career night.

The linking of classroom learning with community mentors has proven highly successful. Students not only gain a greater understanding of "what it takes" to "make it," but students learn that professional success does not

mean--as some students assert--"forgetting who you are." Students develop a greater appreciation and respect for the ability of mentors to effectively bridge two worlds (Maestas-Flores and Chávez, 1987).

9. parental involvement — As is the case in the 'professional role model' feature, this category is not uniformly defined across all of the programs. The involvement may range from attending an occasional field trip to monthly parent/teacher meetings and parents' classes (usually ESL). This feature may represent a prominent variable in some of the programs. In some of the programs an attempt is made to include native speakers of Spanish on the staff, thus securing a way of maintaining contact with the parent(s), many of whom are monolingual speakers of Spanish.

10. inclusion of students' culture — As previously noted, inclusion of students' culture heads the list of "Features of High Schools that Promote the Achievement of Language-Minority Students" (Lucas, et al., 1990). This variable may include the traditional foreign-language classroom celebration of major holidays (e.g., Cinco de Mayo), as well as the recognition of perhaps lesser known cultural celebrations which are, nevertheless, as important to the students.

11. funding source — The funding may originate from federal, state, local, or private monies. The private sector may be a business or a foundation.

12. goals — The programs in the primary group have a common overriding goal of helping the at-risk population by reducing dropout rates and/or improving the academic performance of the students. The following is a listing of the different individual programs' goals as stated in their own descriptions:

a. academic achievement (academic involvement, academic training, academic performance, academic success, higher education)

b. successful completion of curriculum

c. early identification of "at risk-ness"

d. facilitating transfer from one school level to another, e.g., elementary to middle and middle to high school

e. behavior improvement

f. vocational training (entry-level employment)

g. partnership between businesses and schools

h. model for youth employment

i. reducing absenteeism

j. increasing the number of minority students in the teaching profession

k. college preparation

l. improving language arts skills

m. enhancing students' self-image

n. dealing with teen parenting

o. preparation for the GED

p. referring dropouts to community-based services

q. research into causes and prevention of dropping out

These various goals seem to fall naturally into five general areas:

1. counseling (e, i, m, n, p)
2. academic component (a, b, d, l)
3. long-range goals (f, h, j, k, o)
4. research (c, q)
5. school/business partnership (g)

DESCRIPTION OF PROGRAMS IN THE PRIMARY GROUP

Table 1 (page 74) displays in graphic form the main features of Project Adelante and of the programs in the primary group so that they may be compared in general terms. Adelante and the other five programs are descibed in greater detail below.

Adelante

Project Adelante at Kean College in New Jersey has as its main goal to increase the number of Hispanic students who graduate from high school and enter higher education. This add-on program is composed of a five-week summer academy, alternating with a Saturday academy during the academic year.

The target population is made up of students in grades 6 through 12. (This represents the broadest range in age of any of the programs described here.) In theory, at least, a student could remain in the program for the entire seven years; in fact, several students from the initial 1988 cohort are still attending.

One of the most important objectives of Adelante is to improve the English language skills--listening, speaking, reading and writing--of Spanish-speaking LEP students. The program also attempts to improve their academic performance by strengthening the students' knowledge of math and science. Adelante includes computer skills as part of its core subjects. Music and art classes are also part of the program and are considered supplemental subjects.

TABLE 1
MAJOR FEATURES OF PROJECT ADELANTE AND FIVE PROGRAMS IN THE PRIMARY GROUP

	Adelante	Valued Youth Partnership (VYP)	Summer Training and Education Program (STEP)	Striving Upward through College and Career Education (SUCCESS)	New Directions in Bilingualism	Partnership Academies
Grade/Age Group	6th-12th	MS and HS (Average age=15)	14-15 yrs	HS	9th-12th	10th-12th
In-school vs. Add-on	Add-on	In-school	In-school and Add-on	In-school	In-school	In-school
Language Groups Served	Spanish	Spanish	Spanish, Vietnamese	Spanish, Vietnamese	Spanish	Spanish, Others
Language Arts	ESL	English	English	ESL	ESL, Spanish	English
Subject Area*	Core (includes computers) and Supplemental	Core	Core and Supplemental (includes computers)	Core	Core and Supplemental	Core (includes computers)
Counseling	Career and Personal	Personal	Career	Career	Career and Personal	Personal
Tutor/Mentor (Student)	Tutor/Mentor	Tutor (target population serves as tutors of ES children) and Mentor	No info.	No info.	Tutor	No info.
Prof. Role Models/ Community Involvement	Yes	Yes	Yes	Yes	Yes	Yes
Parental Involvement	Yes	Yes	No info.	Yes	Yes	Yes
Inclusion of Students' Culture	Yes	No info.	No info.	Yes	Yes	No info.
Funding Source	State, Private	Private, Federal, Local	Federal, State, Private	Federal, State, Local	Federal, State	Private, State
Goals	a, j, k	a, l	a, n	d, k, o	l, m	a, f, g, h
Additional Comments	Promotes teaching career for minority students	MS students who move on to HS continue in the program as mentors to MS tutors	Counteracts summer learning loss of disadvantaged youth		Coordinated with Aspira Aware	

*Core = science, math; Supplemental = music, art

The participants in the program have the benefit of tutor/ mentors. These are mostly African American or Hispanic high school students who, through acting as tutors in the program, can explore the field of teaching as a possible career. A further feature are the young Hispanic professionals from businesses in the area who provide role models for Adelante students, introducing them to a broader range of career possibilities. In so doing, the professionals can demonstrate to the student that one need not forget "who you are" (a fear of many) in order to succeed. This component of Adelante also serves to bring into the program the larger community beyond the child's family. The family of the program participant also needs to make a commitment to Adelante. Adelante staff take a personal approach in dealing with the parents of the participants.

The students' culture is integrated into the Adelante curriculum. For example, learning styles and classroom participation characteristic of Hispanic students are taken into account when planning classroom activities and counseling sessions. The students receive personal and group counseling.

Funding for the project is provided by Kean College, the New Jersey Department of Higher Education, AT&T, Passaic School District, and Perth Amboy School District.

(References: New Jersey Department of Higher Education, 1992; internal Project Adelante documents)

Valued Youth Partnership (VYP)

Modeled after a cross-age tutoring program developed by the Intercultural Development Research Association (IDRA), VYP was started in Texas in 1984. Presently it extends across the nation to New York, Florida, California, and Indiana. The program was expected to expand to Oregon, Montana, and Arkansas in 1992-93.

VYP's main goal is to help Hispanic LEP and high-risk middle and high school students (the average age is fifteen) to achieve academic success and improve language arts skills. The target population in turn serve as tutors to younger students in elementary school or middle school. The pursuit of academic success is achieved through the study of core subjects and English. The tutors also learn key elements of teaching, including development of lessons, appropriate teaching activities, and evaluation of tutee progress.

This cross-age tutoring program has an add-on format; it supplements the regular public school curriculum but is housed in the student's home school. VYP pays students a minimum wage for working with tutees in a 1:3 ratio.

Families make up an important component of the program. The proponents of VYP explain that families need to be recognized for the important contribution they are constantly making in their children's education. Families are thus invited to participate in various aspects of the program. Successful role models

are invited as guest speakers. The program descriptions do not mention whether any particular effort is made to include the students' culture into the program.

Coca-Cola Foundation is funding IDRA to expand VYP programs to several sites. A number of additional school districts are implementing the program using local and federal funds.

(References: U.S. Dept. of Education, 1992; Supik, 1993; Montes, 1992)

Summer Training and Education Program (STEP)

STEP's goal is to improve the high school graduation rate of 14-15 year olds by dealing with academic failure and teen parenting. The first cohort participated in the summers of 1985 and 1986. The available sources describe the program up to the third cohort in the summers of 1987 and 1988. STEP is available in Philadelphia, Boston, Portland (Oregon), San Diego, and Seattle.

The program seeks to counteract the pattern of summer learning loss by disadvantaged youth. STEP is made up of four key components: (1) remediation, (2) life skills, (3) work experience, and (4) school year support programs. Sipe (1986:i) describes the in-school and add-on formats of the program as follows:

> Participants attend classes part-time and work part-time during the six- to eight-week summer program, participate in school-year support activities in the subsequent school year and return for a second summer of classes and work experience.

Spanish and Vietnamese speakers are serviced by the program. English is taught as a school subject as part of the language arts component. Core and supplemental subjects (including computers) are taught in English. STEP also incorporates remedial education, life skills, and parenting classes (which emphasize responsible social and sexual behavior).

Students engage in three core activities during the summer:

1. They receive 90 hours of group and individually paced instruction in basic reading and math skills. Twenty percent of the time is spent on computer assisted instruction, and 20 minutes a day are spent on silent reading.

2. Participants receive 18 hours of instruction on responsible social and sexual attitudes and behavior.

3. Participants spend at least 80 hours in part-time work.

No information was found on the following: use of student tutors or mentors, parental involvement, inclusion of students' culture in the program.

The program's funding comes from a consortium of public and private funders including the Summer Youth Employment and Training Program, Job Training Partnership Act Title II-B funds, The Ford Foundation, The Hewlett

Foundation, J.C. Penney Foundation, Aetna Life and Casualty Foundation, The Ahmanson Foundation, and Lilly Endowment, Inc.

(References: Sipe, 1986; Natriello, et al., 1988)

Striving Upward through College and Career Education (SUCCESS)

This program's components include: (1) dropout prevention clinic for ninth graders, (2) college/career orientation for 11th and 12th graders, and (3) instruction preparatory to the General Equivalency Diploma Examination, to retrieve dropouts. SUCCESS started in 1978 in New York City and was in operation until 1981.

Hispanic and Vietnamese high-school-aged students participated in this in-school program, where they received intensive ESL instruction. Spanish-speaking students had the added benefit of having many courses taught in their native language (Vietnamese students did not receive the same benefit due to the lack of qualified personnel and to the small number of Vietnamese students served by the program). Hispanic students were allowed to progress in the content areas of history, economics, mathematics, and science through instruction in the medium of their native language. However, English vocabulary was immediately introduced, and the use of English increased steadily as the course advanced.

SUCCESS had a strong parental involvement component. The services of a bilingual 'family assistant' were utilized to improve communication between the bilingual parents and the school. In addition, there were educational programs for the parents and a bilingual program newsletter, *Noticias*. The program also featured professional role models, community involvement, and the inclusion of the students' culture into the program. The available literature yields no information on whether SUCCESS included a tutor or mentor component.

Project SUCCESS combined five sources of funding: Titles I and VII of the Elementary and Secondary Education Act, Pupils with Special Educational Needs, Chapter 720 of the New York State Laws, and local tax-levy funds.

(Reference: New York City Public Schools, 1980-81)

New Directions in Bilingualism

New Directions in Bilingualism at Morris High School in New York City completed its final year of a three-year program in 1985. The program's major goals were: (1) to improve English proficiency, (2) to develop native language skills, and (3) to enhance the self-image of LEP, low income high school students (the majority of whom were Spanish-speaking).

The format of this in-school program was a virtual "mini-school" within the high school's department of ESL, foreign languages, and bilingual education.

The program offered non-traditional courses such as an 'environmental workshop'--intended to provide the students with an introduction to their new environment, including the school, the local community, New York City, and U.S. society--and modern American literature in a second language, i.e., Spanish.

All Spanish classes included Hispanic cultural studies as part of the curriculum. An additional goal, nevertheless, was a rapid transition to English instruction. This was achieved through both ESL and content-area classes. The policy allowed for approximately a 15 percent use of English in introductory levels, gradually increasing to 85 percent English at the more advanced levels, at which point most students were ready to be mainstreamed. The subject areas included both core and supplemental courses.

The counseling component in the program included both career and personal assistance, services conducted by a bilingual counselor. Tutoring and the use of professional role models were also part of New Directions in Bilingualism.

Parents were somewhat involved in the program, mainly through the efforts of the bilingual 'family assistant,' a permanent staff member. She reported that parents were "unwilling to come [to school] at night because of their fear of crime in the neighborhood." As a result, the parental involvement component was rather weak.

Activities of the program were coordinated with those of Aspira Aware. The program's funding sources included Title VII, Chapter I, and Pupils with Special Educational Needs.

(Reference: New York City Public Schools, 1986)

Partnership Academies

Following a model originally developed by the School District of Philadelphia, the goals of the Partnership Academies are the following: (1) to provide academic and vocational training to disadvantaged students, (2) to build partnerships between business and public schools, and (3) to establish a model for dealing with youth unemployment. The Partnership Academies model in California (where it started in 1981) is a three-year school-within-a-school program for students in grades 10-12.

The program is open to the entire school population, with the two largest groups served being African Americans and Hispanics. The most important aspect of this in-school program is the integration of the vocational-technical program with core academic subjects so that students see the importance of their school subjects in the world of work. Depending on the school's vocational focus, students are "block scheduled" into integrated academic and technical courses involving three or four courses that may include English, mathematics, social studies, or science, and technical courses.

The students receive personal counseling and parents are contacted as deemed necessary. Community involvement takes the form of businesses providing mentors and jobs for academy students. Students who successfully complete two years in the program and receive recommendations from their teachers work full time in the summer after their junior year and half time in the second semester of their senior year.

No information was available in the following areas: presence of a peer tutor or peer mentor and inclusion of the students' culture into the curriculum.

Funding comes from the Sequoia Union High School District, the Stanford Mid-Peninsula Urban Coalition, and a group of high- technology companies located in the northern portion of California's Silicon Valley. The program also receives some state support.

(Reference: U.S. Dept. of Education, 1992)

DESCRIPTION OF PROGRAMS IN THE SECONDARY GROUP

Project EXCEL

Initiated in 1988, Project EXCEL (Excellence in Community Educational Leadership) of the National Council of La Raza is designed to develop and evaluate community-based models for improving education for Hispanics. Each of the models targets a defined segment of the Hispanic population.

Project Second Chance supplements high school equivalency programs or the standard curriculum in an alternative high school to help the targeted youth obtain a General Educational Development (GED) certificate. It focuses on strengthening reading and writing skills and developing problem-solving and analytical skills. In addition, the program aims to develop self-esteem and help students prepare to continue their education after high school. The program has a career counseling component.

Academia del Pueblo is an after-school and summer program designed to help at-risk elementary school children build the skills which promote success and love of learning. A complementary parent education and parent involvement component is mandatory. The program features a thematically organized core curriculum which teaches language development and problem-solving skills through the study of community building. Local sites can supplement the curriculum with additional activities or homework assistance. All of the personnel are bilingual, so that instruction is offered in whichever language is best suited to the students.

Project Success is an after-school program designed to build the academic and study skills of at-risk junior and senior high school students. This program has many of the same features as Academia del Pueblo. Parent education and

involvement are mandatory. The core curriculum may be supplemented as deemed necessary. The use of bilingual personnel eases communication within the program as well as between the program and the parents of the participants, and Spanish is used in teaching as needed. The design of the program encourages collaboration among peers in group activities and instruction makes use of cooperative learning techniques. Project Success calls on outside resource persons from a variety of careers so that students can be better informed and plan for their own future.

Parents as Partners helps parents learn how to support and enhance their children's educational development. It is a required component of both Academia del Pueblo and Project Success, but it may also operate as a stand-alone program.

Family Reading is a literacy program which helps parents with limited English proficiency and limited native language literacy improve their reading and writing skills and become better able to help their children learn to read.

Project EXCEL provides training to local programs, assists them in developing skills, and helps with funding to start new programs. It does not provide major or long-term financial support to local sites, which must raise funds to support their own programs.

Funding for Project EXCEL comes entirely from private foundations and corporations. Principal funders for 1992-93 include: AT&T Foundation, Carnegie Corporation of New York, Coca Cola Foundation, IBM, James Irvine Foundation, Kraft General Foods, J.C. Penney Foundation, RJR Nabisco, and Ronald McDonald Children's Charities.

(Reference: Orum, 1991)

Accelerated Schools Program (ASP)

The purpose of this program is to accelerate learning, so that elementary-school aged children at risk of dropping out can learn at a faster rate and catch up to their peers. The ASP is part of the Accelerated Schools movement started in the late 1970's by Henry Levin and his associates at Stanford University.

The Accelerated Schools philosophy has three underlying principles: (1) establishing a common vision among parents, teachers, staff, and students; (2) empowering the schools and giving them increased responsibility in decision making; and (3) building on the strengths of the school and community rather than focusing on the weaknesses of at-risk students.

By the sixth grade, participants are not only expected to catch up academically to their peers, but also to have educational aspirations, communication and

problem-solving skills, and a strong self-image. ASP emphasizes parental involvement, as well as inclusion of the students' culture in the curriculum. The program has been replicated in more than 50 schools, most notably in the Illinois school system.

(References: U.S. Dept. of Education, 1992; Baas, 1991)

School Development Program (SDP)

The School Development Program's main goal is to promote learning by allowing parents and school personnel to apply principles of child development to support the children's healthy development. This in-school, school-wide program was developed by James P. Comer of Yale University. SDP focuses on students' lack of the social, as well as intellectual skills needed for school success. The strength of the program derives from ongoing involvement of a governance and management team (representatives of parents, teachers, administrators, and staff), a mental health team (classroom teacher, special education teacher, social worker, and school psychologist), and parents.

The Rockefeller Foundation has committed $7.5 million to supporting the program over a five-year period.

(Reference: U.S. Dept. of Education, 1992)

Coalition of Essential Schools

The Coalition's basic goal is to develop an alternative to large, impersonal comprehensive high schools. The model is flexible, thus allowing the individual schools to tailor it to their own individual needs. The Coalition, which was initiated in 1984, is now a nationwide effort with more than a hundred schools having adopted and adapted the model.

Theodore Sizer of Brown University set forth the nine principles on which the model is based, drawing upon his observations of deficiencies in a wide variety of school programs. Taken together, these principles have the effect of making the students active participants in their own learning, with the teaching staff acting as coaches to help students learn to use their minds well and to master a limited number of essential skills and areas of knowledge.

Each school seeks its own funding for the implementation of the program. One of Sizer's nine principles is a general budget plan according to which the cost per pupil is not to exceed that at traditional schools by more than 10 percent.

(Reference: U.S. Dept. of Education, 1992)

Manhattan Comprehensive Night High School

The purpose of this alternative New York City high school is "to permit students with adult responsibilities to complete an academic high school diploma by offering classes and activities in the evenings and on weekends." Opened in 1989, this night school program has served as a model for three other schools in New York City.

All the program participants, who range in age from 18 to 21, have dropped out of other schools and have been actively recruited for this program. The evening and weekend hours make it possible for students to work and attend school at the same time. Moreover, they can avoid the awkwardness of being in classes with students who are younger than they are.

"Manhattan Comp" depends primarily on public school funding and operates within a budget similar to those of conventional city schools.

(Reference: U.S. Dept. of Education, 1992)

I Have a Dream

Eugene Lang's "I Have a Dream" Foundation sponsors this program. In 1981 Lang personally guaranteed financial support for college attendance to each member of the graduating 6th grade in the East Harlem elementary school of which he was an alumnus. Natriello, et al. (1988:27) explain:

> The award was contingent on the student's completing high school with acceptable academic performance and avoiding the acquisition of a record with the criminal justice system which would interfere with college admission.

The program participants, called Dreamers, are mostly impoverished African Americans and Hispanics. Lang's foundation works along with sponsors who, in addition to handling the financial aspects of the Dreamer's education, work with the child individually and with the family as a group, thus maintaining the high level of interpersonal interaction considered vital to the success of the program.

(References: Natriello, et al., 1988; Lacey, 1989-90; Lockwood, 1989-90)

Puente Project

Located at Evergreen Valley College in San Jose, CA, this writing/counseling/mentoring program was designed to (1) help Hispanic college students achieve academically, and (2) to help them compete successfully in the general educational curriculum of the college. ('Puente' is Spanish for "bridge.") Puente's first two-semester course sequence (which includes English composition and remedial basic skills) was offered in the 1983-84 academic year. In 1989,

mathematics was added to the core curriculum and the name of the program was changed to 'Enlace' ("link"). In Fall 1992, science was also added to the curriculum.

The program's team structure consists of an English teacher, a Hispanic counselor, and Hispanic professionals, who serve as mentors and role models. The use of professionals as role models is a strong feature of the program. Other features of the program include (unstructured) peer tutoring and mentoring, career and personal counseling, and inclusion of the students' culture in the curriculum. The program does not have a funding base outside the college.

(References: Maestas-Flores and Chávez, 1987; personal communication)

La Guardia Middle College High School

This Long Island City, NY alternative school program has as its main goals: (1) to reduce high school dropout rate, (2) to prepare students more effectively for college, and (3) to attract more at-risk students to higher education. The program's location on a college campus (La Guardia Community College) counteracts the possible stigma of an alternative school while simultaneously allowing the possibility of team teaching between high school and college instructors as well as the use of the college's facilities.

Each year, students attend school for three trimesters, one of which is an internship program, usually with a social service agency. Students receive academic credit for the internship experience, but are not paid. In addition, the participants receive intensive personal counseling.

The program is funded through the regular formula for alternative schools received from the New York City Board of Education. La Guardia Community College annually provides approximately $40,000 in additional funding.

(References: U.S. Department of Education, 1992; Natriello, et al., 1988)

Model School Adjustment Program (MSAP)

The purposes of this program are (1) to identify at-risk students early, (2) to facilitate transitions from elementary to middle school and later from middle to high school, and (3) to provide an environment where students' behavior improves and academic involvement increases. The sixth graders in MSAP are typically over age for their grade and have poor grades and behavior problems. This in-school program, which incorporates core subjects, lasts for one semester, but follow-up counseling and academic assistance are available to participants through high school as an add-on program.

Peer tutoring is provided by seventh and eighth graders who help the participants individually with basic skills, class assignments, and study skills.

Peer counseling is available in weekly group sessions. The use of students' peers as tutors and counselors provides at-risk students with role models their own age. Individual and family counseling is also available and considered integral to the program, as is the parental involvement component. Parents are required to attend parental education classes.

MSAP was started in 1985 at Driftwood Middle School in Broward County, FL. Originally, funding came from a grant from the state of Florida. Later, federal grants have provided funds to replicate the program in additional schools and counties.

(Reference: U.S. Dept. of Education, 1992)

Project COFFEE

Project COFFEE (Cooperative Federation for Educational Experiences) was developed in 1979 for the Oxford community in rural Massachusetts. The target population is seriously at-risk youth in grades 8 through 12. The program has as its goals (1) the improvement of academic performance, (2) the reduction of absenteeism, and (3) entry-level employment training. The pupil to teacher ratio is no more than 10:1 and special tutors for low skilled students may reduce this ratio. The students are all English speaking.

The program uses an alternative school model (housed separately from the regular school environment) which integrates academic and vocational training with hands-on experience. The academic component includes individualized instruction in English language skills and in core subjects needed for graduation. The core occupational component (which usually takes the form of a student-operated business) emphasizes entry-level skills, employability, and socialization skills. Partnerships with major corporations and small businesses are a notable feature of the program.

COFFEE offers regularly scheduled career and personal counseling, including crisis intervention and referral to community services as required. There is no parental involvement in COFFEE, since "most of these youth have parents who have given up on their children, and are no longer involved in their education" (U.S. Dept. of Education, 1992:49).

The program is primarily self-supporting, (revenue earned by students in the small businesses they run is used to offset the cost of equipment and supplies), although COFFEE has received substantial support from its business partners (e.g., Digital Equipment Corp.). It has been replicated in a number of additional locations since its inception in 1979.

(References: U.S. Dept. of Education 1992; descriptive literature from Project COFFEE)

BIBLIOGRAPHY

Baas, Alan. (1991). *Promising Strategies for At-Risk Youth.* Eugene, OR: ERIC Clearinghouse on Educational Management, EDO-EA-91-1.

Cramer, Jerome and Leanna Landsmann. (1993). School-Business Partnerships: Are They Making the Grade? *American Heritage, 43*(4), 1-14.

Davis, E. Dale. (1990). *A Study of Hispanic Dropouts.* Springfield, VA: ERIC Document Reproduction Service, ED 322-265.

Gingras, Rosario C. and Rudy C. Careaga. (1989). *Limited English Proficient Students At Risk: Issues and Prevention Strategies. New Focus No. 10.* Washington, DC: National Clearinghouse for Bilingual Education.

Grannis, Joseph C. (1991). *Meeting the Goals of School Completion.* New York: ERIC Clearinghouse on Urban Education, EDO-UD-91-9.

Hirano-Nakanishi, Marsha. (1984). *Hispanic School Dropouts: The Extent and Relevance of Pre-High School Attrition and Delayed Education.* National Center for Bilingual Research. Springfield, VA: ERIC Document Reproduction Service, ED 255-595.

Howley, Craig and Gary Huang. (1991). *School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal.* Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, EDO-RC-91-05.

Lacey, Richard A. (1989-90, Winter). From Inspiration to Institution: The "I Have A Dream" Approach to Dropout Prevention. *National Center on Effective Secondary Schools Newsletter, 4*(3), 3-8.

Lockwood, Anne Turnbaugh. (Winter, 1989-90). "Hobson's Choice": Three Interviews. *National Center on Effective Secondary Schools Newsletter, 4*(3), 3-8.

Lucas, Tamara, Rosemary Henze, and Rubén Donato. (1990). Promoting the Success of Latino Language-Minority Students: An Exploratory Study of Six High Schools. *Harvard Educational Review, 60*(3), 315-340.

Maestas-Flores, Margarita and Mauro Chávez. (1987). *Puente Project--The Mentor's Guide.* Evergreen Valley College, San Jose, CA. Springfield, VA: ERIC Document Reproduction Service, ED 289551.

Montes, Félix. (1992). Coca-Cola Valued Youth Program Expands Through Second Year of Coca-Cola Foundation Support. *IDRA Newsletter, 19*(10), 10-14.

National Council of La Raza. (1988). *The Innovative Education Project: Summary Description of Program Models.* Springfield, VA: ERIC Document Reproduction Service, ED 299-343.

National Education Goals Panel. (1992). National Education Goals Report. Washington, D.C.: Author.

Natriello, Gary, Aaron M. Pallas, Edward L. McDill, James M. McPartland, and Deirdre Royster. (1988). *An Examination of the Assumptions and Evidence for Alternative Dropout Prevention Programs in High School.* Report No. 365. Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools.

Natriello, Gary, Edward L. McDill, and Aaron M. Pallas. (1990). *Schooling Disadvantaged Children: Racing Against Catastrophe.* New York: Columbia University, Teachers College Press.

New Jersey Department of Higher Education. (1992). *College Bound Programs: Preparing Students for Tomorrow.* Trenton, NJ: Author.

New York City Public Schools. (1980-1981). *Project SUCCESS: Striving Upward Through College and Career Education For Spanish Speakers.* New York City Public Schools, Office of Educational Evaluation. Springfield, VA: ERIC Document Reproduction Service, ED 231-927.

New York City Public Schools. (1986). *New Directions in Bilingualism.* New York City Public Schools, Office of Educational Assessment, Evaluation Section. Springfield, VA: ERIC Document Reproduction Service, ED 271-522.

Orum, Lori S. (1991). *Project EXCEL: A Mid-Course Report.* Los Angeles, CA: National Council of La Raza.

Pitsch, Mark. (1991, November/December). Partners: Schools and Colleges Forge New Bonds to Advance Reform. *Teacher Magazine,* 12-13.

Sipe, Cynthia L. (1986). *Summer Training Program and Education Program (STEP): The Experience of Hispanic Participants in the Summer of 1985.* Springfield, VA: ERIC Document Reproduction Service, ED 286-697.

Supik, Josie D. (1993). Parent Involvement in Education: A Success Story from the Coca-Cola Valued Youth Program. *IDRA Newsletter, 20*(1), 1,9.

U.S. Department of Education. (1992). Dropout Prevention. In *Transforming American Education: A Directory of Research and Practice to Help the Nation Achieve the Six National Educational Goals,* 33-56. Washington, D.C.: U.S. Department of Education, Office of Policy and Planning.

Wells, Amy Stuart. (1989). *Middle School Education: The Critical Link in Dropout Prevention.* New York: ERIC Clearinghouse on Urban Education, EDO-UD-89-6.

BEST COPY AVAILABLE

END

U.S. Dept. of Education

Office of Educational
Research and Improvement (OERI)

ERIC

Date Filmed
June 28, 1995

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").